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ABSTRACT

Results of a 1980 survey of the states' involvement in activities related to the Comprehensive System of Personnel Development (CSPD) of Public Law 94-142 are presented, along with information on general trends in supply and demand of specific special education personnel categories. Findings are summarized regarding factors associated with the state's CSPD advisory committee and information related to other state education agency CSPD activities. For 49 states (excluding Montana), the District of Columbia, American Samoa, and Puerto Rico, individual summaries are presented. Composite responses for all states grouped for each survey item are also included. In addition to covering the organization, membership, activities, and effectiveness of the CSPD advisory committee, the summaries provide information on SEA organizational structure for the CSPD, participatory planning, needs assessment and personnel data, inservice training, dissemination of promising practices, CSPD monitoring/technical assistance/evaluation, and assessment of CSPD efforts. Appended materials include CSPD regulations, conclusions of the 1976 and 1978 CSPD surveys, the 1980 questionnaire, state survey summary sheets and responses--for each state, a table indicating the current operating status of the CSPD committee as of July 1980, and a list of target groups identified by needs assessment as needing training. (SEW)

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A NATIONAL SURVEY OF COMPREHENSIVE SYSTEMS OF PERSONNEL DEVELOPMENT: A THIRD STATUS STUDY

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* *

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* *

Columbia, Missouri, 1980

* *

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PREFACE

This publication is the result of the third national survey of activities conducted throughout the United States, Washington, D.C., and the Territories, relative to personnel planning in special education. While the first two studies, conducted in 1976 and 1978, investigated the national response to the DPP/BEH "Directive" for manpower planning and the effects of Public Law 94-142 on personnel planning, this study examined the states' involvement in activities related to the Comprehensive System of Personnel Development (CSPD) of Public Law 94-142, plus information on some general trends in supply and demand of specific special education personnel categories.

While it is not the intent of the investigators to present all interpretations and implications which could be drawn from the information gathered from the survey instrument, it is intended to give a valid representation of the survey responses. Thus, within this document, a general summary of information is presented in the second section entitled Summary of the Findings; the summary of each state's responses to the survey instrument is included in the Survey State Summary Sheets (Appendix G) and a summary for all responses to each survey item is included in the National Summary of Responses to the Survey of the Status of CSPD Activities in State Education Agencies (Appendix H). It should be noted that, on occasion, the state summary sheet is incomplete, and the number of responses to an item or percentage of responses indicated for an item do not equal the number of survey respondents. In those instances, this is due to the lack of information or partial information being provided by the respondents. The investigators are, however, responsible for any omissions, inaccuracies or misinterpretations that may be included within the study. Still, it is hoped that this document will provide useful information to states as they continue in their involvement in CSPD activities.

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TABLE OF CONTENTS

Acknowledgments i

Preface ii

Section I: Overview 1

Survey Procedure 4

Item Analyses 5

Limitations of the Study 5

Section II: Summary of Findings 7

CSPD Advisory COMMITTEE 8

CSPD Committee 8

COMMITTEE Organization 9

COMMITTEE Membership 9

COMMITTEE Chairperson 11

COMMITTEE Meetings and Subcommittees 11

COMMITTEE Activities 12

COMMITTEE Effectiveness 14

COMMITTEE Effectiveness Factors 14

Other Committees 16

Other SEA CSPD Activities 16

Emphasis on CSPD Components 16

SEA Organizational Structure for CSPD 17

SEA Organization for CSPD Factors at the Local Level 19

Participatory Planning 21

Needs Assessment and Personnel Data 23

Inservice Training 29

Dissemination of Promising Practices 30

CSPD Monitoring, Technical Assistance, and Evaluation 32

Assessment of CSPD Efforts 34

Section III: Appendices 37

A. Comprehensive System of Personnel Development, Sections 613(a)(3) and 614(a)(1)(c)(i) of Public Law 94-142 38

B. Comparison of 1976 and 1978 Survey Results 40

C. Survey of Status of CSPD Activities in State Education Agencies (Survey Instrument) 46

D. Cover Letter to Participants 72

E. Letter of Reminder to Participants 75

F. List of Survey Respondents 77

G. Survey State Summary Sheets 82

H. National Summary of Responses to the Survey of the Status of CSPD Activities in State Education Agencies 292

I. Status of CSPD COMMITTEE 323

J. Target Groups Identified by Needs Assessment as Needing Training 326

LIST OF FIGURES

FIGURE PAGE

1. COMMITTEE Size 10

2. Emphasis Placed on CSPD Components 17

3. Time Involved in CSPD Activities 18

4. Length of Time in CSPD Role 19

5. CSPD Effect on Working Relationships 22

6. States Indicating Personnel Demand Exceeds Supply 25

7. States Indicating Personnel Supply Exceeds Demand 26

8. Personnel Supply and Demand Relationship No Apparent Difference or Uncertain 27

9. Personnel Shortages 28

10. Methods for Dissemination of Significant Information and Promising Practices 31

11. Methods for Adoption of Promising Educational Practices 32

SECTION I

Overview

OVERVIEW

In 1976 and 1978, National studies were undertaken by the Project on Cooperative Manpower Planning in Special Education, University of Missouri-Columbia, to determine the status of manpower planning in the field of Special Education. Although similar in intent, the two studies differed in emphasis and target populations. Both studies were designed to investigate the status of personnel planning in special education, however, the first status study (1976) was more concerned with each state's response to the BEH Manpower Directive, which advised states to involve college and university personnel, state and local education personnel, parents, and others interested in developing a statewide manpower planning system. The second status study (1978), while concerned with the development of statewide manpower planning systems, also attempted to determine each state's compliance with the Comprehensive System of Personnel Development (CSPD) sections of Public Law 94-142 (see Appendix A).

Specifically, the purposes of the first (1976) status study were to:

1) survey the "X" and "Z" Cycle States to determine the current status of statewide cooperative manpower planning for special education; and

2) give specific attention to the planning strategies employed and to examine the level of state involvement in the manpower planning effort.

Since the BEH Manpower Directive (1974) only applied to "X" and "Z" Cycle States at the time of the 1976 study, only those states were involved in the first status study.

The purposes of the second (1978) status study were to:

1) determine the status of manpower planning in special education in all fifty states, Washington, D.C., and the five territories;

2) determine the changes resulting in those states which participated in the first study; and

3) evaluate the national response to and compliance with the Comprehensive System of Personnel Development sections of Public Law 94-142, i.e., Sections 613(a)(3) and 614(a)(1)(c)(i).

As noted above, while the first status study involved only some of the states, the second status study involved all 50 states, Washington, D.C., and the five territories. This third (1980) status study also involved all the states and territories and its purposes were to:

1) survey the states to determine the current response to and compliance with the CSPD section of Public Law 94-142;

2) identify the specific State Education Agency (SEA) conducted activities related to the various components of the CSPD Section of Public Law 94-142, including activities relating to participatory planning, needs assessment, inservice training, preservice training, dissemination and adoption of promising practices, evaluation and technical assistance;

3) determine the status of each state's CSPD Committee and examine the Committee's involvement in CSPD activities within the state; and

4) identify general trends in and status of specific special education personnel categories relative to supply and demand.

The purposes, rationale and background for the first and second status studies are explained in the documents resulting from the analyses of the responses to each survey.[1] Further information pertaining to each of these studies can be obtained by examining those documents. A general understanding of the conclusions of the 1976 and 1978 surveys can be gained by reading the comparison of the conclusions for these studies, which appears in Appendix B.

As noted in the 1978 conclusions, states were beginning to form a "CSPD Committee" which often supplanted an already-existing "Committee on Cooperative Manpower Planning in Special Education." This trend became more evident with the implementation of Public Law 94-142 and the increasing recognition of the importance of CSPD. Edwin W. Martin, Assistant Secretary for Special Education and Rehabilitative Services, noted problems existing in special education personnel training. These problems tend to limit the ability of state and local agencies in providing the full range of services to handicapped children as required by Public Law 94-142. Martin goes on to state that the "Office of Special Education considers the CSPD to be the principal vehicle to plan for and implement the preparation of teachers and other support personnel required for the implementation of this Act (Public Law 94-142)."[2] As the principal vehicle of implementation of Public Law 94-142, the importance of CSPD cannot be overly-stressed. For this reason, the Project on Cooperative Manpower Planning in Special Education conducted a third National survey for the purpose of investigating the extent of and nature of involvement of State Education Agencies in CSPD.

Survey Procedure

Since the intent of this third study differed extensively from the previous two studies, only a few of the items from the previous surveys were deemed appropriate for retention in this study. Many new survey items were generated from questions received from the field as the Project staff worked with the various states. Other items were developed from discussions occurring during various CSPD workshops or symposiums sponsored by the Project. In addition, input was sought from various individuals who were requested to make suggestions for specific items which they felt should be deleted, modified, or included in the survey. Those individuals providing such specific input were Ms. Delores John, Missouri Department of Elementary and Secondary Education; Dr. W. Lee Herron, Pennsylvania Department of Education; Ms. Kay Robinson, Illinois Office of Education; Ms. Judy Smith, Dissemin/Action; and Ms. Jerrie Ueberle, Arizona State Department of Education (on leave). The input from these individuals was incorporated into the development of the survey instrument. A copy of the "Survey of Status of CSPD Activities in State Education Agencies" is included in Appendix C.

The Survey was then mailed to a representative in each SEA, Washington, D.C., and the five territories with an accompanying letter explaining the purposes and goals of the Survey (Appendix D). The desired percentage of responses was not received after the first mailing, so a reminder letter with a second copy of the Survey was sent to those not responding (Appendix E). Responses were received from 49 states, Washington, D.C., American Samoa, and Puerto Rico for a total of fifty-two respondents. The list of respondents is included in Appendix F.

Item Analyses

In analyzing the survey instruments, the responses were recorded by state and by item. The "Summary State Survey Sheets" are included in Appendix G and present a summary of the responses of each state for those items that were not of a subjective or confidential nature. The "Summary Item Survey Sheets" are included in Appendix H and indicate the composite responses of all states for each item. Responses to two items which were thought to be of particular interest to the readers are presented in separate Appendices; i.e., a listing of the current status of CSPD Committee development for each state (Appendix I) and a list of the first five training priority target populations for each state, as identified by its last needs assessment (Appendix J). In addition to the information provided in the Appendices, the responses are summarized in narrative form in the following section of this report ("Summary of Findings").

Limitations of the Study

It is recognized that certain limitations operated in the development, administration and analyses of this Survey. The conclusions and inferences made from the results of the study are limited to the extent that:

1) the Survey items were valid and reliable;

2) the wording of the items was understood and responded to appropriately by the Survey participants;

3) the methods employed in recording, analyzing and reporting the responses were accurate and reliable;

4) activities, individuals, and procedures associated with various aspects of CSPD are subject to change;

5) the responses are based on information that existed at the time the survey was completed;

6) the degree of application to a particular state would be dependent on the degree of CSPD involvement which that state has; and

7) the subjectivity involved in responding to an item affects the validity and reliability of the response.

It should be noted that extensive and even contrasting interpretations and implications could be drawn from the information acquired through this Survey. In some instances the analysis does include interpretative statements; however, there is no attempt to provide an in-depth analysis of all of the implications of the information presented. Instead, the primary concern of the investigators was to present a valid representation of the responses. Suggestions of possible cause and effect, interpretations of inter-relationships, and inferences about the implications of the results are left to the reader.

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1. Schofer, Richard C. and McGough, Robert L. Statewide Cooperative Manpower Planning in Special Education: A Status Study, Department of Special Education, University of Missouri-Columbia, November, 1976.

   Schofer, Richard C. and Duncan, Janice R. Statewide Cooperative Manpower Planning in Special Education: A Second Status Study, Department of Special Education, University of Missouri-Columbia, October, 1978.

2. Schofer, Richard C.; Duncan, Janice R.; and Ueberle, Jerrie. Comprehensive System of Personnel Development: A Writer's Handbook, Department of Special Education, University of Missouri-Columbia, September, 1980 (revised) page v.

SECTION II

Summary of Findings

15

SUMMARY OF FINDINGS

The summary of the findings of the survey items are grouped under two general categories: 1) those items related to factors associated with the state's CSPD advisory committee; and 2) those items of information related to other CSPD activities of State Education Agencies. The individual state responses to items not of a subjective or confidential nature are summarized by state in Appendix G. Composite responses for all states are grouped and summarized for each item of the Survey in Appendix H. In reporting the findings of the survey the number of states responding to items will vary due to: 1) the lack of response to an item by some states: and/or 2) certain items permitted more than a single response.

CSPD ADVISORY COMMITTEE

CSPD Committee

Of the 50 states[1], Washington, D.C., and five territories contacted, 49 states[2], Washington, D.C., American Samoa, and Puerto Rico responded to the Survey. Of these 52 respondents, 39 indicated that their SEA currently had an advisory committee on CSPD (hereafter referred to as COMMITTEE). Of the thirteen respondents who indicate that their state did not have a COMMITTEE, ten indicated that they do, in fact, have plans to establish a COMMITTEE in the near future (Appendix I). Some of the COMMITTEES have been operating for a number of years, while others have reorganized or are in the beginning stages of development. One state indicated that the roots of their COMMITTEE extended from the 1950's. However, more than one-half of the existing COMMITTEES were formed after 1975.

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[1] Although the state of New Mexico does not participate under Public Law 94-142, that state did respond to certain items on the survey. A survey summary sheet for New Mexico is included in Appendix G.

[2] Montana chose not to participate in this survey.

COMMITTEE Organization

Most of the COMMITTEES appear to be formally organized with three-fourths having a document which delineates the COMMITTEE's purposes and/or operating guidelines. In addition, almost 90 percent of the COMMITTEES utilize formal agendas that are developed prior to their meetings. Still, two-thirds of the COMMITTEES were described as primarily advisory groups with little decision-making authority. Various comments from many of the respondents indicated that the impact or effect of the advisory nature of the group should not be discounted; within certain states the "advisory nature" of the group was described as being of considerable importance with individuals who have decision-making authority. (Two years ago, approximately the same percentage of COMMITTEES were described as being advisory in nature, however, the structure of the COMMITTEES may be becoming more formalized. In 1978 only 33 percent of the COMMITTEES indicated that they had an established procedure for making recommendations while the 1980 respondents indicated that around 80 percent of the COMMITTEES had established a procedure for issuing recommendations.)

COMMITTEE Membership

Representation on the COMMITTEES varied; the percentage of COMMITTEES having representation from groups most frequently included are indicated below:

Groups Represented	Percent of States
Colleges and Universities (IHE)	92
State Education Agency	92
Public Schools (LEA)	84
Parents of Handicapped	61
Organizations of the Handicapped	50

While all COMMITTEES indicated that at least three different areas were represented on the COMMITTEE, most COMMITTEES drew their membership from seven to ten different groups or agencies. The maximum representation was from 14 different constituencies. Similarly, the size of COMMITTEE membership varied. Four states indicated COMMITTEE size of less than ten members while one state indicated its COMMITTEE had more than fifty members. COMMITTEE size is indicated in Figure 1.

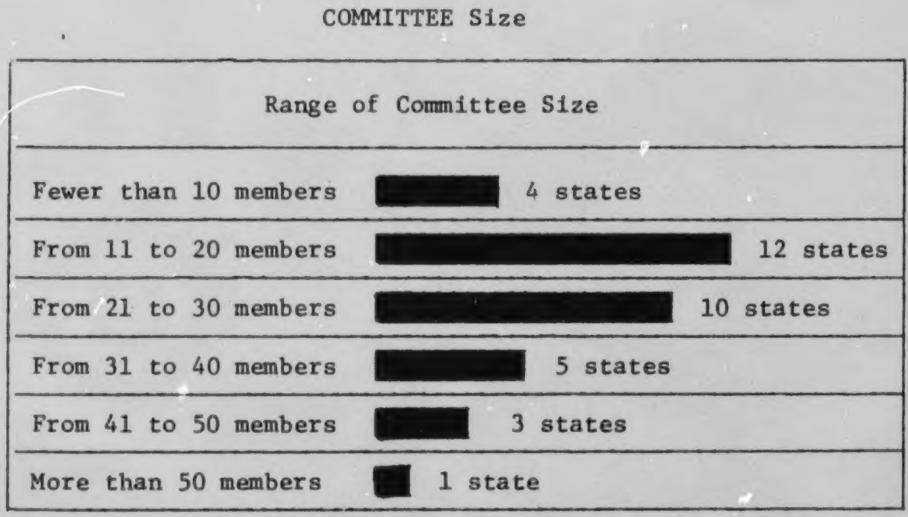

Figure 1. COMMITTEE membership size ranged from four states which had fewer than ten members to one state which had more than 50 members.

Member attendance was rated as "high" by 22 COMMITTEES and as "moderate" by ten COMMITTEES. Approximately 58 percent of the COMMITTEES indicated that they had rules governing COMMITTEE attendance and participation. In some instances these rules were stipulated in the COMMITTEE operating guidelines, e.g., a certain number of absences would result in loss of COMMITTEE membership, while other COMMITTEES merely had an informal policy of encouraging attendance.

Selection of COMMITTEE members was mainly by appointment (53%) by the State Commissioner (or State Superintendent) of Education based on the individual's association with a certain agency or organization, geographic considerations, and/or interest, background, or training in CSPD activities.

The effectiveness of the CSPD COMMITTEE was frequently related to the members' commitment to, involvement with, interest in and understanding of

CSPD activities. However, concern over the time involved in COMMITTEE activities and the fact that COMMITTEE members were frequently individuals active in many projects were mentioned as possible reasons for membership "burn-out".

About eighty-two percent of the states reimburse COMMITTEE members for their expenses associated with participation in COMMITTEE activities. The source of reimbursement funds typically is from VI-B funds or VI-D funds. A few states utilize state monies, other training funds, or reimbursement obtained from the individual agency represented by the member.

COMMITTEE Chairperson

Of the states reporting that they have a CSPD COMMITTEE, twenty-one respondents indicated that selection of the chairperson was by COMMITTEE vote. Ten respondents indicated that selection of this position was made by appointment, while a few states indicated other methods of chairperson selection, such as having the role of the chairperson assumed by a specific SEA member, e.g., SEA Part D Coordinator. Two states indicated that the role of the chairperson was either shared or alternated between an IHE official representative and an SEA representative. Of the current chairpersons identified, thirteen of them represented SEAs, ten represented IHEs, and nine represented other agencies, including LEAs, some type of regional resource center or intermediate unit, and other professional organizations and agencies.

COMMITTEE Meetings and Subcommittees

Frequency and length of the COMMITTEE meetings varied. The range of frequency of meetings was from one meeting per month to only one meeting every six months. Frequency of COMMITTEE meetings averaged once every seven to eight weeks. Some COMMITTEES noted that the full COMMITTEE met infrequently, but the subcommittees or task forces met more often depending on the issues and activities in which they were involved.

Utilization of subcommittees was indicated by 17 of the respondents and 21 respondents indicated the use of task forces. Subcommittees were defined as composed only of members within the overall COMMITTEE while task forces were identified as composed of individuals both from within the COMMITTEE and from outside the COMMITTEE.

The length of COMMITTEE meetings ranged from two to three hours to a maximum of two days. The majority (80%) of the respondents indicated that the average length of COMMITTEE meetings was one half to one day.

COMMITTEE Activities

As would be expected, due to the diversity of state needs and varying COMMITTEE organizational levels, considerable difference existed in the responses to the request for information regarding the COMMITTEE's most significant activities since 1977. The COMMITTEE activities identified as the most significant since 1977 can be grouped under the topics listed below. Sample respondent comments are included to illustrate each topic.

A) COMMITTEE organization:

- .COMMITTEE formation, proposing and adopting guidelines
- .COMMITTEE organization
- .Defining the COMMITTEE's role
- .Reorganization of the COMMITTEE
- .Development of the COMMITTEE operations and policy manual
- .The past year has been devoted to critical organizational activities

B) Communication among Agencies and Awareness Activities:

- .Understanding CSPD and providing information to others
- .Establishing communication between teacher trainer institutions and SEA
- .Raising the level of awareness of CSPD
- .Involvement in several CSPD "PR" activities
- .Developing cooperation among agencies

.Elevating CSPD as a viable broad-based system
.Dissemination of a brochure explaining the role and purpose of the COMMITTEE

C) Needs Assessment:

.Assisted in the implementation and analysis of the statewide Needs Assessment
.Development of the Needs Assessment effort
.Data gathering for Needs Assessment
.Revision of the State's special education Needs Assessment process
.Developed an inservice Needs Assessment instrument
.Data management system modeled after Kansas program was developed

D) Teacher Certification and Competencies:

.Subcommittees formed to review teacher certification and teacher competency issues
.Teacher certification reviewed
.Refinement of Special Education teaching credentials
.Development of a set of competencies recommended for regular teachers working with the handicapped
.Produced recommendations for special education teacher certification at the request of the State Advisory Committee
.Recommendation of special education administrator certification standards

E) Inservice:

.Establishing priority areas for inservice training
.Subcommittee established to prepare guide for developing inservice training at local level
.Development of a core of trained inservice trainers
.Overall inservice planning
.Sponsoring inservice institutes

F) Involvement in State Plan:

.Development of CSPD section of the Annual Program Plan
.Input into the State Plan
.Participation in the development of the CSPD section
.Helping write the draft of the State Plan
.Active review and revision of the CSPD Section of State Plan by the COMMITTEE

As indicated from the type of activities ranked as significant by the various respondents, COMMITTEES apparently differ in the degree of involvement in activities within their respective states. Of 31 states responding to the question regarding the extent of COMMITTEE input into the development of the CSPD Section of the SEA's State Plan for Public Law 94-142, 25 respondents indicated considerable or moderate input into this section, while six respondents indicated that the COMMITTEE had little or no input into the CSPD Section of the State Plan. It should be noted that this limited input in a few situations was due to the lack of COMMITTEE operation at the time the State Plan was written.

COMMITTEE Effectiveness

In describing the COMMITTEE's organization, none were described as "informally organized", while two-thirds of the respondents described their COMMITTEE as "formally organized with little or no decision-making authority". Several respondents noted that their COMMITTEE was designed and was intended to operate only as an advisory group. Even though operating in an advisory capacity, some COMMITTEES were described as very influential. Nine of the COMMITTEES were described as "formally organized committees having considerable decision-making authority". Other respondents viewed their COMMITTEE as having moderate decision-making authority or developing an increasingly effective role in an advisory capacity.

The role of the COMMITTEE, either as an advisory committee or a decision-making committee, was described as effective by 27 respondents and ineffective by four respondents. Five respondents limited their responses because the COMMITTEE had not existed long enough to evaluate or because the COMMITTEE was effective in certain areas, e.g., providing information, but not effective in other areas.

COMMITTEE Effectiveness Factors

A variety of factors was listed as contributing to or impeding the success of the COMMITTEE. As noted previously, factors associated with the members themselves were frequently described as influencing the effectiveness of the

COMMITTEE. Again, to increase clarity, responses have been grouped under two general topics--factors pertaining to membership aspects and factors pertaining to COMMITTEE aspects.

Membership Factors: Aspects related to COMMITTEE membership which appear to contribute to the effectiveness of the group included factors such as the following:

.member attendance, commitment, interest, and involvement
.diversity of membership
.member understanding of CSPD
.quality leadership
.membership qualifications, such as previous contributions to the field and influence within their organization or the state
.broad-based representation

COMMITTEE Factors: Other factors which were described as contributing to the COMMITTEE's effectiveness related more to the COMMITTEE itself, mainly in the areas of organization or structure and involvement in specific meaningful activities. These factors were described in the following manner.

.clarity of COMMITTEE purpose and role
.purposeful activities
.defined procedures
.observable impact and quality products
.defined authority with visible impact
.an understanding of the broad implication of CSPD in the provision of a free appropriate public education to handicapped children

The lack of any of the above factors would serve to impede the effectiveness of a COMMITTEE. In some cases the success factors can also contribute to impeding the COMMITTEE, e.g., members who are selected because they are highly competent, respected, and known within the state will often be those individuals who have limited time to devote to another activity. Many respondents listed lack of time as a primary limitation in the effectiveness of the COMMITTEE. Other factors listed as impeding COMMITTEE effectiveness included high personnel turnover in SEAs and other agencies, the lack of COMMITTEE authority, and limited monetary resources.

Other Committees

In some states the committee described as the advisory committee on CSPD is not the only group within the state which focuses on CSPD activities. Fourteen states noted that other committees within their state had a CSPD focus. Some states listed more than one committee involved in CSPD activities. Of these states, nine noted that members of the CSPD advisory COMMITTEE participated on the other committees.

OTHER SEA CSPD ACTIVITIES

The Survey also requested information about CSPD other than just CSPD COMMITTEE activities. The items relating to non-COMMITTEE CSPD activities begin with item number 26 of the Survey (Appendix C). The information, as presented here in narrative form, does not follow the exact sequence of the Survey. The responses have been grouped as they related to certain aspects of CSPD activities, such as the CSPD organizational structure within the SEA, information relating to specific CSPD activities, e.g., participatory planning, and information relating to special education personnel conditions within the state.

Emphasis on CSPD Components

In an attempt to identify the varying degrees of emphasis placed on different aspects of CSPD by the various states, respondents were asked to rate their state's emphasis on eight components of CSPD. A rating of "one" indicated considerable emphasis on that component; a rating of "two" indicated a moderate emphasis; and a rating of "three" indicated little emphasis. Responses were analyzed in three ways. First, the CSPD components were ranked in order of the number of respondents that identified the component as receiving considerable emphasis in their state. Second, the components were ranked according to the number of respondents indicating either considerable or moderate emphasis placed on CSPD components; and third, the components were ranked according to the average ranking of all responses for that component. A combined rating of these three factors was also developed. This information is presented in Figure 2.

Emphasis Placed on CSPD Components

	Rank-Order			
	Considerable Emphasis	Considerable or Moderate Emphasis	Average of Rankings	Combined Rankings
Inservice	1	1	1	1
Technical Assistance	5	6	2	5
Needs Assessment	2	4.5	3	2
Broad-Based Participatory Planning for CSPD	4	4.5	4	4
CSPD Committee Development and Operation	3	2.5	5	3
Preservice	6	2.5	6	6
Identification and Adoption of Promising Practices	7.5	7	7	7
Evaluation of CSPD	7.5	8	8	8

Figure 2. Components are ranked according to three methods of analyzing the responses, plus a combined rating.

Regardless of the manner of analyzing the responses, Inservice was consistently given the highest emphasis and Identification and Adoption of Promising Education Practices and Evaluation of CSPD were given the least emphasis.

SEA Organizational Structure for CSPD

Information about the personnel within the SEA who have responsibility for CSPD activities indicated a major difference in the number of such personnel involved in and the percentage of their time devoted to CSPD activities. While nine states had one or more individuals who devoted 100 percent of their time to CSPD responsibilities, nine other states had a single individual who devoted less than ten percent of his or her time to such responsibilities. While the amount of time the primary CSPD person in the SEA devoted to CSPD activities averaged fifty-three percent, this average is highly skewed because of the number of primary CSPD individuals who devote full-time to CSPD activities. A clearer picture of the time devoted to CSPD activities is indicated in Figure 3.

Time Involved in CSPD Activities

Time Involved in CSPD	Number of Respondents
10 percent or less	12 states
11 to 21 percent	3 states
21 to 30 percent	7 states
31 to 40 percent	2 states
41 to 50 percent	4 states
51 to 60 percent	2 states
61 to 70 percent	1 state
71 to 80 percent	5 states
81 to 90 percent	2 states
91 to 100 percent	10 states

Figure 3. The average percentage of time devoted to CSPD activities by a primary CSPD person is 53%; the range of time is from 2% to 100%.

The vast majority (93%) of the SEA personnel identified as the individuals having primary responsibility for CSPD activities were also indicated as having VI-D coordination as part of their responsibilities.

The role associated with primary CSPD responsibilities appears to be one of frequent change. Only about one-fourth (27%) of the respondents indicated that the individual holding this position had done so for more than two years.

Forty-two percent of the respondents indicated that this individual had acted in this role for less than one year. The length of time the primary CSPD person has held that position in the SEA is indicated in Figure 4.

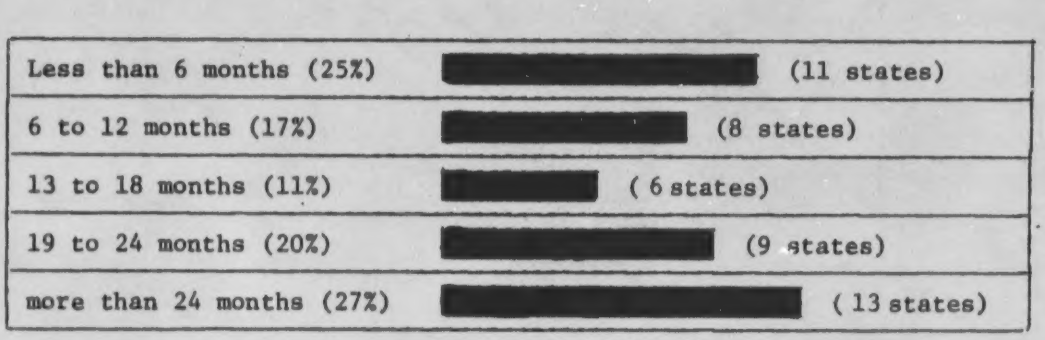
Length of Time in CSPD Role

Figure 4. Forty-two percent of the SEA individuals responsible for CSPD have held that position for less than one year; twenty-seven percent have been in that position for more than two years.

The source of the salary of the SEA primary CSPD person typically comes in part or totally from VI-B funds (26 states), VI-D funds (18 states) or State monies (13 states). Some states utilize more than one funding source, therefore, the number of indicated states totals more than the number of states responding to the survey.

SEA Organization for CSPD Factors at the Local Level

Twenty-two respondents indicated that the majority of the LEAs in their respective states have initiated CSPD programs, many of which were "well-developed" or, at least, "acceptable". Fourteen of the respondents indicated that less than one half of the LEAs had initiated CSPD programs. One state noted that while the majority of LEAs had initiated CSPD programs, less than one half were "acceptable".

The SEA review process for LEA CSPD proposals, inservice training, and evaluation procedures ranged from nonexistent to specifically delineated criteria or requirements. While only a few states indicated that they had no review system for these LEA activities, others indicated that they had only an informal review process. Some states noted that they were now in the process of developing criteria and specified requirements for review.

Respondents' comments which suggested a more formal procedure for the SEA review of CSPD proposals, inservice training, and evaluation at the local level are listed below:

Review of LEA CSPD proposals:

.LEA proposals must address specific criteria related to each aspect of CSPD (needs assessment, etc.)

.LEA submits a local comprehensive plan which is reviewed for programmatic and compliance issues.

.The regional specialist reviews the plan for each LEA to determine appropriate projections and planning for personnel development.

.LEA plans are reviewed according to established criteria; more information is sought when clarification is needed.

Review of LEA CSPD Inservice Training:

.Inservice training must address priorities identified by the needs assessment and surveys.

.The Final Report necessary to obtain close-out funds must contain detailed information regarding inservice costs, presenter's vita, competencies addressed by the training, incentives provided, training audiences, etc.

.Inservice training must meet a specific need identified in the needs assessment.

.LEA must submit details of each inservice training activity which will be conducted for the next school year. Records must be maintained regarding registration, evaluation, consultants used, materials, etc.

.Inservice training plans are reviewed for appropriateness of plan, appropriate number and type of participants, participation of non-public school personnel, correct budget figures, and appropriate amount budgeted.

Review of LEA CSPD Evaluation:

.LEA must have built-in evaluation as part of their local CSPD plan, this is monitored through on-site visitation.

.LEA plan must specify types of evaluation to be used. Each activity must be summarized, including an evaluation of the event which is kept on file.

.Each LEA CSPD plan must be expressed in measurable objectives, activities, and evaluation plans.

.Assessment is based on meeting of needs. Evaluation must be both formative and summative.

Analysis of the responses indicated that the procedures used for reviewing the LEA CSPD proposal and inservice training activities were more structured than the procedures used for reviewing the LEA CSPD evaluation activities.

While only seven respondents indicated that their SEA required LEA applications to designate a certain percentage of VI-B monies for inservice training, other states indicated that this was strongly encouraged even though it was not required. Almost eighty-two percent of the states identified the approximate amount of LEA flow-through monies used for inservice training on a statewide basis. These estimates ranged from two to 15 percent. The approximate percentage of SEA allotment other than flow-through monies spent for inservice training ranged from two to fifty percent.

Participatory Planning

The respondents described various methods utilized to insure that input into the CSPD Section of the State Plan would be obtained from a variety of sources, e.g., public and private colleges and universities, professional and other agencies and organizations, representatives of parents of the handicapped, and handicapped individuals. Some states noted that they had no formal methods of including participation of various groups and individuals in CSPD concerns. Most states, however, listed a variety of ways of gaining input relative to the development, review and annual updating of the CSPD section of the State Plan, as well as gaining input regarding other issues and concerns relative to CSPD.

About two-thirds (66%) of the respondents indicated the use of one or more of the following methods in order to insure participatory planning:

- .CSPD Committee
- .The State Advisory Committee on Public Law 94-142
- .Surveys or Questionnaires
- .Public Hearings
- .Meetings, conferences or seminars designed to elicit input on CSPD

As a result of the SEA's CSPD efforts, working relationships between certain groups appear to have been enhanced in some states. Figure 5 indicates the percent of states which feel that relationships have been or have not been enhanced because of the SEA's CSPD efforts, or are uncertain of the effects.

CSPD Effect on Working Relationships

As a result of CSPD efforts, have working relationships been enhanced between:	YES	NO	UNCERTAIN	
a) SEA and Colleges and Universities	89	2	9	percent
b) SEA and LEAs (or Intermediate Units)	71	8	21	percent
c) Colleges and Universities and LEAs or Intermediate Units	42	7	51	percent

Figure 5. Percent of respondents regarding the effect of CSPD efforts on the working relationships of different groups.

Related to insuring that input into CSPD development and CSPD activities is obtained from the field, is the obvious need to provide information to the field regarding CSPD. Fourteen of the respondents noted that their SEA regularly publishes a newsletter regarding CSPD activities, while other states indicated that CSPD information was included in existing newsletters. In addition, many states were utilizing the state CSPD advisory COMMITTEE as a vehicle for providing CSPD information to various groups and individuals.

Needs Assessment and Personnel Data

Approximately ninety-five percent of the respondents indicated that their SEA conducts a statewide systematic collection of data from public and private agencies relating to personnel needs in the field of special education. Most of the Needs Assessments are conducted on an annual and/or on-going basis, dependent on the type of information being gathered. The means of data collection and analysis varied from the use of computerized procedures to use of informal questionnaires or telephone surveys. The following methods of collecting data are ranked from the most to the least frequently utilized:

.Standardized Questionnaires
.Review of LEA Compliance Reports
.Computerized Analysis of Data
.Informal Questionnaires
.Computerized Forms for Collection of Information
.Telephone Surveys

The five most frequently listed data sources were the following:

.Findings from compliance monitoring of LEAs
.Surveys to determine LEA priority personnel needs
.Analysis of child-find and census data to determine changing student needs
.Personnel projections from LEA applications for Public Law 94-142
.Data on numbers and qualifications of graduates of personnel training programs

The percentage of respondents indicating that the following information was available to the SEA relative to IHE and LEA programs are given below:

IHE related information

97% Name and location of graduate, undergraduate and junior college training programs in special education
82% Personnel preparation areas, by category
64% Numbers of special education graduates each year, by category

LEA related information

91% Number of approved programs, by category
75% Personnel shortages, by category
51% Personnel shortages, by geographic areas

In relation to inservice training, respondents indicated that information derived from the Needs Assessment was utilized to prioritize the target population for inservice training. The five primary target groups identified by the state's last Needs Assessment are listed for each state in Appendix J. Certain groups were identified more frequently as needing training than other groups. The following groups were the five most frequently listed as needing inservice training (The percentage of those respondent-states listing each of these groups is also included.):

95% Regular Education Teachers
76% Administrators
68% Special Education Teachers (as a group*)
61% Parents
58% Related Service Personnel (as a group*)

A need for inservice training for teachers of virtually every special education area was mentioned specifically by at least one state. Areas which were noted by at least ten percent of the states included vocational special education, early childhood special education, and speech and language clinicians. Inservice target groups which were identified by only one or two states included hearing officers, school board members, non-handicapped children, teachers of the gifted, higher education professionals and special education professionals new to the state.

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*Specific personnel categories (e.g., teachers of the deaf) for both special education teachers and related service personnel were listed by some states. The figures presented here reflect only those states which indicated the category as a group.

Analysis of the responses which evaluated the supply and demand status in each state regarding twenty personnel categories indicated apparent knowledge of the personnel supply and demand status within some categories and an uncertainty of the status in others. Generally, the majority of the respondents were more certain of the personnel supply and demand status for longer established special education service delivery categories, e.g., speech impaired and educable mentally retarded, than they were for newer areas of exceptionality or support services, e.g., early childhood special education or therapeutic recreation. Since not all of the states responded to each category, it is difficult to compare responses on a percentage basis. Numerical tallies do, however, provide an indication of the personnel supply and demand status for the states. In Figure 6, the number of states indicating that the demand for personnel exceeds supply is indicated.

States Indicating Personnel Demand Exceeds Supply

Demand Exceeds Supply in:	30 or more states	15 to 29 states	10 to 14 states
Emotionally Disturbed	X		
Occupational Therapy	X		
Speech Impaired	X		
Severely Handicapped	X		
Adapted Physical Education	X		
Physical Therapy	X		
School Psychology	X		
Learning Disabilities	X		
Visually Impaired	X		
Vocational Special Education	X		

(continued)

States Indicating Personnel Demand Exceeds Supply
(continued)

Demand Exceeds Supply in:	30 or more states	15 to 29 states	10 to 14 states
Hearing Impaired	X		
Physically Handicapped		X	
Trainable Mentally Retarded		X	
Audiologists		X	
Early Childhood Special Education		X	
Bilingual Special Education		X	
Therapeutic Recreation		X	
Paraprofessionals (Teacher Aides)		X	
Educable Mentally Retarded			X
Special Education Administration			X

Figure 6. All personnel categories were identified by at least ten states as "demand exceeds supply".

Thirty or more states indicated that "demand exceeds supply" in eleven personnel categories; "demand exceeds supply" for seven personnel categories was indicated by fifteen to twenty-nine states; and two personnel categories were indicated as "demand exceeds supply" by ten to fourteen states.

Figure 7 indicates the number of states where "supply exceeds demand" for each of the personnel categories.

States Indicating Personnel Supply Exceeds Demand

Supply Exceeds Demand in:	5 to 7 states	1 to 4 states	0 states
Educable Mentally Retarded	X		
Trainable Mentally Retarded	X		
Learning Disabilities	X		
Severely Handicapped		X	
Emotional Disturbance		X	
Physically Handicapped		X	
Visually Impaired		X	
Hearing Impaired		X	
Speech Impaired		X	
Audiologists		X	
Early Childhood Special Education		X	
School Psychology		X	
Paraprofessionals (Teacher Aides)		X	
Special Education Administration		X	

(continued)

States Indicating Personnel Supply Exceeds Demand
(continued)

Supply Exceeds Demand in:	5 to 7 states	1 to 4 states	0 states
Adapted Physical Education			X
Vocational Special Education			X
Bilingual Special Education			X
Therapeutic Recreation			X
Occupational Therapy			X
Physical Therapy			X

Figure 7. No over-supply was noted in any state for six of the personnel categories.

The personnel category of trainable mentally retarded was listed as "supply exceeds demand" by seven states. All other personnel categories were listed as "supply exceeds demand" by fewer than seven states.

Figure 8 indicates the number of states where no apparent difference existed between supply and demand in each of the personnel categories and the number of states which were uncertain of the supply and demand relationship.

Personnel Supply and Demand Relationship
No Apparent Difference or Uncertain

Personnel Categories	NUMBER OF STATES	
	No Apparent Difference	Uncertain of Relationship
Educable Mentally Retarded	20	2
Trainable Mentally Retarded	14	3
Severely Handicapped	4	3
Emotional Disturbance	1	1
Learning Disabilities	4	4
Physically Handicapped	12	4
Visually Impaired	6	4
Hearing Impaired	6	4
Speech Impaired	7	1
Audiologists	11	6
Adapted Physical Education	4	6
Early Childhood Special Education	11	7
Vocational Special Education	6	9
Bilingual Special Education	8	16
School Psychology	4	7
Therapeutic Recreation	2	19
Occupational Therapy	1	7
Physical Therapy	3	5
Paraprofessionals (Teacher Aides)	15	8
Special Education Administration	23	7

Figure 8. No apparent difference in supply and demand is listed by one state for every category. At least one state is uncertain of supply-demand relationship for each personnel category.

Examination of these figures indicates that in every case there are more states where demand exceeds supply than where supply exceeds demand or where there is no apparent difference in supply and demand. For some areas, such as Emotional Disturbance or Severely Handicapped, the demand apparently far exceeds the supply, however, other categories are closer in balance for demand and supply. Bilingual Special Education and Therapeutic Recreation were the two areas where more states were uncertain of the supply and demand relationship (18 and 16 states respectively). When interpreting these results, one should be cautioned that many states noted that for a specific personnel category the demand might exceed the supply within the state as a whole. However, certain geographic areas within a state may still have an overabundance of personnel in a particular category, while other geographic areas may have an unfilled need.

The respondents were asked to rank the following personnel categories according to those they felt were the five having the most severe shortages at the elementary level and the five with the most severe shortages at the secondary level. The personnel categories are displayed in Figure 9, including the number of states which listed the category as one of the five with the most severe shortage.

Personnel Shortages

Personnel Categories	NUMBER OF STATES Most Severe Shortage ELEMENTARY-LEVEL (Rank-Order 1-5)	NUMBER OF STATES Most Severe Shortage SECONDARY-LEVEL (Rank-Order 1-5)
Educable Mentally Retarded	6	11
Trainable Mentally Retarded	7	7
Severely Handicapped	24	20
Emotional Disturbance	32	32
Learning Disabilities	23	25
Physically Handicapped	3	1
Visually Handicapped	18	11

(continued)

Personnel Shortages
(continued)

Personnel Categories	NUMBER OF STATES Most Severe Shortage ELEMENTARY-LEVEL (Rank-Order 1-5)	NUMBER OF STATES Most Severe Shortage SECONDARY-LEVEL (Rank-Order 1-5)
Hearing Impaired	18	18
Speech Impaired	27	18
Adapted Physical Education	6	8
Early Childhood Special Education	12	-
Vocational Special Education	5	22
Bilingual Special Education	7	5

Figure 9. Number of states indicating the personnel category as one of the five most severe shortages for Elementary and Secondary Levels.

Not all respondents replied to this item. Four respondents indicated that their state was either non-categorical or had personnel categories much different from those listed, other states indicated their shortages were too severe to allow for prioritization, and still other states were in the process of compiling this information. Of the states responding, sixty-eight percent noted that their state had a more severe special education personnel shortage at the secondary level rather than the elementary level.

Inservice Training

Inservice priority training groups were identified in the previous section relating to Needs Assessment and Personnel Data. Responses to other items relating to inservice are reported here.

A variety of inservice incentives were reported as utilized by various states. The ten types of incentives reported to be used most frequently, with the percentage of respondents indicating their use, are listed below:

Incentive	Percent
.College Credit	98
.Released Time	91
.Updating Professional Skills	89

Incentive	Percent
.Reimbursement of Expenses	89
.Substitute Teachers	80
.Payment for Participation	69
.Certification	67
.Salary-Step Credit	53
.Certificates of Merit	46
.Recognition of Professional Growth Noted in Personnel File	40

SEAs appear to vary only slightly in their official positions relative to the use of three CSPD inservice incentives: substitute teachers, released time, and payment for participation. Two SEAs indicated that they prohibit the use of substitute teachers as inservice incentives and three SEAs prohibit payment for participation as an inservice incentive. Six SEAs discourage, rather than prohibit, the use of these latter two incentives. While no SEA prohibits the use of released time as an inservice incentive, two SEAs do discourage the use of it as an incentive. The rest of the states allow, encourage, or have no official policy concerning the use of these three incentives.

Over fifty percent of the respondents indicated that their SEAs were in compliance with Public Law 95-561, which requires a comprehensive plan for the coordination of Federal and State funds for preservice and inservice training activities. Twenty-nine percent were in the development stage and four percent were in the planning stage. A few of the respondents indicated that no special education personnel were involved with Public Law 95-561.

Dissemination of Promising Practices

It appears that the methods found most effective by more than two-thirds of the states for the dissemination of promising education practices are as follows: (1) the use of inservice training to prepare personnel for adoption of effective innovative practices; (2) the use of conferences and meetings; and (3) dissemination of information through mailings, such as newsletters, bulletins, or other publications. Figures 10 and 11 indicate the percentage of states which indicated that they either had certain services established, were in the planning stage, or were not considering these methods of dissemination and methods of adoption of promising education practices.

Methods for Dissemination of Significant
Information and Promising Practices

Percent of States			
Has Been Established	In Planning Stage	Not Being Considered	
40%	49%	11%	1. An Information Retrieval System from major resources (i.e., IHEs, LEAs, and other agencies).
27%	39%	34%	2. A Clearinghouse Capacity.
51%	34%	15%	3. Coordination with existing State Dissemination Resources; e.g., your state's Facilitator for the National Diffusion Network.
50%	44%	9%	4. An Information Distribution System to LEAs, IHE trainers, and other key parties.
24%	65%	11%	5. An evaluation procedure for assessing the impact of your state's CSPD Dissemination System.

Figure 10. The majority of the states are in the planning stage or have already established these five methods of dissemination of promising practices.

Relative to the state's CSPD plan for adoption of promising educational practices, Figure 11 indicates the percent of state responses which best describes the status of these four adoption methods.

Methods for Adoption of Promising Educational Practices

Percent of States			
Has Been Established	In Planning Stage	Not Being Considered	
38%	52%	10%	1. Policies and Procedures for identifying Promising Educational Practices.
23%	55%	21%	2. Involvement of Potential Adopters in the establishment of Policies and Procedures for the Identification of Promising Educational Practices.
30%	52%	17%	3. Provisions for information and/or training at the Local Level for the identification of Promising Educational Practices.
27%	56%	7%	4. Evaluation Procedures for assessing the effectiveness or impact of actual adoptions or adaptations of Promising Educational Practices within your State.

Figure 11. More states are in the planning stage than are in the other two levels for these four methods of adoption of promising practices.

CSPD Monitoring, Technical Assistance, and Evaluation

All respondents indicated that they utilized the review of the local district plans for Public Law 94-142 as a monitoring procedure of CSPD implementation at the local level. More than one-half of the respondents indicated that they also utilized one of the following four methods for monitoring:

- .review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
- .training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
- .application of criteria for LEA inservice

.on-site monitoring of LEA staff development

Some states (about 38%) indicated that they utilized a fiscal audit of flow-through funds used for inservice as a monitoring device to determine CSPD implementation at the local level.

With regard to the SEA's provision of technical assistance to LEAs relative to CSPD, it was indicated that thirty-two percent of the respondents felt that the technical assistance provided was considerable; forty-four percent felt that it was moderate; and twenty-four percent felt it was minimal. Methods of providing technical assistance which had been found effective by at least one-half of the SEAs included the following:

.provision of consultant services

.site visits

.information collection, analysis and dissemination

.production of documents and publications

.conducting conferences, workshops and meetings

Less than one-third of the SEAs also reported the use of clearinghouse services, maintenance of technical assistance centers and other regional or local coordination.

Three methods of evaluation were indicated as being used by more than one-half of the SEAs. Comparison of training needed by various target audiences with training actually reported was indicated as an evaluation method by seventy-six percent of the respondents. Matching personnel needs with available personnel was an evaluation method reportedly used by fifty-eight percent of the respondents. Collecting personnel change data was indicated as an evaluation method by fifty-one percent of the respondents. Other evaluation methods included such activities as collecting child change data, using third party data, and comparing actual program implementation with the program planned.

Assessment of CSPD Efforts

Thirteen respondents indicated that their state's CSPD effort could serve as a model, in part or in whole, for other states. Various states indicated that specific aspects of their CSPD programs might be emulated. Other states indicated that they felt their program was progressing toward a level where it could serve as a model in the near future.

Comments regarding possible "roadblocks" which limit or impede the intent of fulfilling the CSPD Section of Public Law 94-142 can be summarized under the following headings:

Lack of Understanding of Importance of CSPD

- .Lack of realization by local staff (administrative and instructional) of potential assistance CSPD can provide to solve manpower problems that impede provision of "FAPE" to all handicapped children.
- .It will take time to fulfill intent of CSPD until a greater awareness of CSPD is gained.
- .Lack of understanding of CSPD by all parties involved.
- .Lack of commitment to and awareness of CSPD at local level.
- .Lack of understanding of the enormity of CSPD.
- .CSPD not seen as a priority.

Limited Time and Personnel

- .Lack of time for teachers to participate in inservice.
- .A person is needed at SEA level who can devote 100% of their time to developing CSPD.
- .Lack of sufficient personnel at state level.
- .Too few SEA consultants in area of special education.
- .A great deal of work to be accomplished by a small number of staff.
- .Time constraints.

.Not enough staff to do indepth work for all components.

Fiscal Restrictions

.Other priorities for funds.

.Lack of understanding of what monies are needed to make it work.

.Limited availability of funds.

.Shrinking fiscal resources.

.Financial crunch.

.Insufficient funding of preservice and inservice activities by U.S. Department of Education.

.Lack of specificity in funding CSPD.

In addition to the topics described above, many of the comments regarding possible "roadblocks" suggested that the lack of commitment of any agency or individual associated with CSPD would serve as a serious "roadblock" to fulfilling the intent of the CSPD Section of Public Law 94-142.

The types of services or assistance which the Office of Special Education (OSE) or other agencies might provide to facilitate a state's CSPD efforts included various suggestions. Most of these suggestions related to providing assistance which would diminish the possible "roadblocks" to fulfilling the intent of CSPD. Related to the need for better understanding of CSPD were comments suggesting more OSE direction to SEA personnel, providing skill-training to individuals working with CSPD, annual meetings for CSPD/Part D coordinators and continued information on specific aspects of CSPD, e.g., Needs Assessment. Related to the "roadblock" of limited time and personnel involved in CSPD were suggestions that the importance of CSPD receive greater emphasis and that sufficient funds be provided. Funding in and of itself was listed as a major "roadblock" and many of the suggestions on what would facilitate a State's CSPD efforts noted the importance of sufficient funding. Other comments suggested the use of more on-site technical assistance by OSE and more stringent review criteria for the CSPD Section of State Plans and VI-D proposals. Various states encouraged the continuation of "projects of significance", along with facilitating easy access to information provided by those projects. Comments noted the value of sharing among states regarding information about CSPD activities. Finally, the need for supplementing the CSPD requirements with "authority" was cited as a major assistance which the Office of Special Education could provide.

SECTION III

Appendices

APPENDIX A

Comprehensive System of Personnel Development

Sections 613(a)(3) and 614(a)(1)(c)(1)
of Public Law 94-142

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Section 613(a)(3), Public Law 94-142

"(3) set forth, consistent with the purposes of this Act, a description of programs and procedures for (A) the development and implementation of a comprehensive system of personnel development which shall include the inservice training of general and special educational instructional and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and (B) adopting, where appropriate, promising educational practices and materials development through such projects:..."

Section 614(a)(1)(c)(i), Public Law 94-142

"(C) establish a goal of providing full educational opportunities to all handicapped children, including--

> "(i) procedures for the implementation and use of the comprehensive system of personnel development established by the State educational agency under section 613(a)(3):"

APPENDIX B

Comparison of 1976 and 1978 Survey Results

A comparison of the results of the 1976 and 1978 status studies indicated similar findings in several areas. Those results are listed below, side-by-side, for comparison purposes.

1976	1978
CONCLUSION 1: MANY OF THE NATION'S INSTITUTIONS AND SEA DO NOT UNDERSTAND AND/OR FULLY APPRECIATE THE INTENT AND CONTENT OF THE DPP/BEH DIRECTIVE.	*RESPONSES INDICATED THAT THE RELATIONSHIP BETWEEN THE PERSONNEL DEVELOPMENT SECTION OF PUBLIC LAW 94-142 AND THE BEH DIRECTIVE ON COOPERATIVE MANPOWER PLANNING IS NOT CLEAR. SOME STATES STILL INDICATE LITTLE KNOWLEDGE AND/OR ATTENTION TO THE BEH DIRECTIVE WHILE ATTEMPTING TO ADHERE TO THE REQUIREMENTS OF PUBLIC LAW 94-142.*
CONCLUSION 2: THE FINDINGS INDICATE THAT THE EVALUATION CRITERIA AND PROCESSES OF THE COMMITTEE ARE GENERALLY WEAK, INCONSISTENT, AND, FOR THE MOST PART, FORMATIVE IN NATURE. IT SEEMS IMPORTANT, DUE TO THE DEVELOPMENTAL NATURE OF MANPOWER PLANNING, THAT CONSISTENT, NATION-WIDE EVALUATIVE CRITERIA BE ESTABLISHED. ONLY THEN	*FEW COMMITTEES (19 percent) HAD ANNUAL EVALUATIVE PROCEDURES, ALTHOUGH 14 STATES INDICATED THAT THEY ANTICIPATED INITIATING THEM. THEREFORE, THE CONCLUSIONS MADE PREVIOUSLY CONTINUE.*

CAN DATA GENERATED BY THE VARIOUS COMMITTEES BE ASSIMILATED INTO A NATIONAL VIEW OF COOPERATIVE MANPOWER PLANNING FOR SPECIAL EDUCATION.	
CONCLUSION 3: THE LACK OF FINANCIAL SUPPORT FOR THE MANPOWER COMMITTEES IS A SIGNIFICANT POTENTIAL BARRIER TO THE APPROPRIATE IMPLEMENTATION ON THE DPP/BEH DIRECTIVE.	THOSE COMMITTEES WITH SPECIAL FUNDING INDICATED THAT THEY FELT SUCH FUNDS WERE CRITICAL TO THE IMPLEMENTATION OF THEIR ACTIVITIES. THOSE COMMITTEES WITHOUT FUNDING INDICATED VARIOUS ACTIVITIES/PROJECTS/PRODUCTS WHICH FUNDS WOULD HAVE PERMITTED. FUNDING DOES APPEAR TO FACILITATE COMMITTEE ACTIVITIES.
CONCLUSION 4: SEVERAL OF THE STATES PERCEIVE A LACK, OR POSSIBLE LACK, OF SUPPORT FROM DPP/BEH RELATING TO A COMMITTEE'S RECOMMENDATION ON THE MERITS OF SPECIFIC INSTITUTIONAL (OR SEA) TRAINING PROPOSALS.	SUGGESTIONS WERE MADE THAT FUNDING SHOULD BE BASED ON THE MERITS OF THE PROGRESS MADE IN MEETING THE REQUIREMENTS OF THE BEH/DPP DIRECTIVE AND/OR THE PERSONNEL DEVELOPMENT SECTION OF PUBLIC LAW 94-142.
CONCLUSION 5: MANY OF THE STATE COMMITTEES HAVE A REAL NEED FOR NATIONAL TREND DATA AS THEY RELATE TO MANPOWER PLANNING FOR SPECIAL EDUCATION.	COMMENTS FROM THE PARTICIPANTS INDICATE RECOGNITION THAT THERE IS A DESIRE FOR INFORMATION SHARING AMONG THE STATES AND A NEED FOR NATIONAL TREND DATA.

CONCLUSION 6: MANY OF THE STATEWIDE SPECIAL EDUCATION MANPOWER PLANNING COMMITTEES LACK EFFECTIVE GROUP PROCESSING SKILLS.	WITHOUT QUESTION, MOST COMMITTEES CONTINUE TO HAVE A NEED FOR MORE TRAINING IN GROUP PROCESSING SKILLS: E.G., GOAL-SETTING, CONFLICT RESOLUTION, PARTICIPATORY PLANNING TECHNIQUES, BRAINSTORMING, GROUP PROCESS AND CONTROL, TIME-MANAGEMENT, COMMITTEE ORGANIZATION AND DEVELOPMENT, AND WORKSHOP DEVELOPMENT TECHNIQUES.
CONCLUSION 7: MOST OF THE STATES WITH ONGOING MANPOWER PLANNING EFFORTS ARE HAVING ADMINISTRATIVE PROBLEMS DUE TO THE LACK OF FUNDS TO ADEQUATELY SUPPORT THE NEEDS AND FUNCTIONS OF THE COMMITTEE.	RESULTS OF THIS SURVEY CONTINUE TO REFLECT THIS CONCLUSION, EVEN THOUGH AN INCREASING NUMBER OF STATE COMMITTEES ARE NOW UTILIZING PART D TRAINING MONIES FOR THEIR DEVELOPMENT AND MAINTENANCE.
CCONCLUSION 8: THERE ARE SEVERAL STATE COMMITTEES WHICH HAVE UNIQUE OR EFFECTIVE COMPONENTS WHICH COULD POSSIBLY BE MODELED BY COMMITTEES OF OTHER STATES.	IT WAS FOUND THAT MANY OF THE STATES SHARE PROBLEMS AND CONCERNS OF A SIMILAR NATURE. INTERCHANGE OF EXPERIENCES, PROCEDURES, METHODS, SOLUTIONS, ETC. CAN BE PRODUCTIVE. (IN FACT, 14 STATES INDICATED THAT THEIR COMMITTEE COULD BE USED IN PART, OR IN WHOLE, AS A MODEL FOR COOPERATIVE MANPOWER PLANNING.)
CONCLUSION 9: MANY SEA PERCEIVE THE DPP/BEH DIRECTIVE TO BE A LOCAL FUNDING CONTROL MECHANISM (I.E., THE SEA HAVE "SIGN-OFF" AUTHORITY ON	THIS CONCLUSION DOES NOT CURRENTLY APPEAR TO BE VALID IN THE VAST MAJORITY OF STATES. HOWEVER, AN INCREASING NUMBER OF STATE COMMITTEES ARE EXPLORING

INSTITUTIONAL GRANT REQUESTS), WHILE INSTITUTIONS GENERALLY PERCEIVE THE INTENT OF THE DIRECTIVE TO BE PRIMARILY FOCUSED UPON THE MANAGEMENT OF MANPOWER SUPPLY AND DEMAND.	*POSSIBLE APPROACHES TO REVIEWING PART D PROPOSALS IN RELATION TO STATE NEEDS AND RESOURCES.*
CONCLUSION 10: FEW COMMITTEES UTILIZE AN EXTERNAL EVALUATION METHODOLOGY.	*ONLY ABOUT 20 PERCENT OF THE COMMITTEES HAVE AN EVALUATION ACTIVITY WHILE ANOTHER 30 PERCENT OF THE COMMITTEES PLAN ON ADOPTING ONE IN THE FUTURE.*
CONCLUSION 11: MANY STATES ARE UNCERTAIN AS TO WHO OR WHAT FIELDS SHOULD BE REPRESENTED ON THEIR RESPECTIVE MANPOWER PLANNING COMMITTEES.	*ALTHOUGH EVERY STATE DIFFERED IN THEIR COMMITTEE'S MEMBERSHIP, SEA AND COLLEGE/UNIVERSITY REPRESENTATION WAS UNIVERSAL. MANY OF THE STATES APPEARED TO BASE MEMBERSHIP ON THE NEEDS AND CIRCUMSTANCES OF THE STATE.*

In addition to the conclusions from the 1976 survey, the findings of the 1978 survey resulted in the following additional conclusions:

CONCLUSION 1: THE FINDINGS INDICATED THAT NEARLY ONE-HALF OF THE EXISTING COMMITTEES HAVE NO DOCUMENT DELINEATING THEIR COMMITTEES' PURPOSES, GOALS, OBJECTIVES, PLANNED ACTIVITIES, TIME-LINES, ETC. IT SEEMS IMPORTANT FOR THE EFFICIENT WORKING OF THE COMMITTEE THAT THESE ASPECTS BE STATED.

CONCLUSION 2: AN INCREASING NUMBER OF STATES ARE RECOGNIZING THE SIMILARITY OF PURPOSES BETWEEN COMPREHENSIVE MANPOWER PLANNING (BEH "DIRECTIVE") AND THE "ESTABLISHMENT OF A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT" (PUBLIC LAW 94-142). AS A RESULT, THE VAST MAJORITY OF THE STATES ARE MOVING TOWARD ONE

PERSONNEL DEVELOPMENT COMMITTEE TO ADDRESS THE CRITICAL TRAINING ISSUES.

CONCLUSION 3: BECAUSE OF THE REQUIREMENTS OF PUBLIC LAW 94-142, IT IS APPARENT THAT THE CENTRAL LEADERSHIP RELATIVE TO COMPREHENSIVE PERSONNEL PLANNING IS BEING INCREASINGLY ASSUMED BY STATE EDUCATION AGENCIES.

APPENDIX C

Survey of Status of CSPD Activities In State Education Agencies

(Survey Instrument)

SURVEY OF
STATUS OF CSPD ACTIVITIES
IN STATE EDUCATION AGENCIES

Agency of Respondent ______________________________

City and State ______________________________

Telephone Number ______________________________

Name and Title of Respondent ______________________________

Instructions: Please consider each of the following items and give the appropriate answer. (Feel free to use additional sheets of paper if necessary.)

It is important to consider these items only as they relate to your State.

QUESTIONS:

1. Does your State Education Agency (SEA) currently have an advisory committee on CSPD (Hereafter referred to as COMMITTEE)?

   _____ Yes. What is the name of the COMMITTEE? ______________________________

   ____

   When was the first meeting? ____________ month, ________ year

   _____ No. Do you plan to establish such a COMMITTEE? _____ yes _____ no

   **IF YOU DO NOT HAVE SUCH A COMMITTEE, PLEASE GO TO ITEM 26.

2. Does your COMMITTEE have a document delineating its purposes and operating guidelines?

   _____ Yes _____ No

3. Who are the SEA representatives on your COMMITTEE?

NAME	TITLE

4. Who is the current Chairperson of your COMMITTEE?

Name: ______________________ Title: ______________________

Address: ____

Telephone Number: (A.C.) ______________________________

Who will be the 1980-81 Chairperson of your COMMITTEE?

Name: ______________________ Title: ______________________

Address: ____

Telephone Number: (A.C.) ______________________________

5. What procedure is used to select the Chairperson?

_____ COMMITTEE vote

_____ Appointment - Who makes this appointment? ____________________

____

____

_____ Rotation

_____ Other, please specify ______________________________

____

____

6. How often each year are COMMITTEE meetings held?

_____ More than once monthly

_____ Once monthly

_____ Every several (5-11) weeks

_____ Every 3-4 months

_____ Every 5-6 months

_____ Other (please specify)

____

____

7. What is the average length of the COMMITTEE meetings?

_____ Half day

_____ All day

_____ Other, please specify ______________________________

8. Is a formal agenda developed for each COMMITTEE meeting?

_____ No

_____ Yes - Is it distributed to members in advance? _____No _____Yes

*⑨ How would you rate attendance of members at COMMITTEE meetings?

_____ High

_____ Moderate

_____ Low

10. Does your COMMITTEE have rules which encourage attendance and participation? (e.g., replacing members after a specific number of absences?)

_____ No

_____ Yes, please explain ____

____

____

11. Who appoints the representatives to your COMMITTEE?

_____ State Commissioner (or State Superintendent) of Education

_____ State Director of Special Education

_____ Chairperson of the COMMITTEE

_____ Other, please specify ____

____

12. What are the criteria (or considerations) for COMMITTEE membership selection:

_____ geographic considerations

_____ officially designated representative of agencies or organizations

_____ volunteer basis

_____ other, please specify ____

____

____

13. Does your SEA provide reimbursement of expenses for:

a. A member's participation on the COMMITTEE? _____Yes _____No

b. Members of your COMMITTEE'S Task Forces? _____Yes _____No

***RESPONSES TO ITEMS WITH CIRCLED NUMBERS WILL NOT BE REPORTED BY INDIVIDUAL STATES.*

14. What is the source of this compensation?

_____ VI-B Funds

_____ VI-D Funds

_____ State Monies

_____ Other, please specify ____

____

15. With regard to your CSPD COMMITTEE, please indicate the number of officially designated representatives from each of the following areas:

Number of Members — Area

________ State Education Agency

________ Colleges and Universities

    ________ Special Education personnel

    ________ Speech and Hearing personnel

    ________ Adapted Physical Education personnel

    ________ Therapeutic Recreation personnel

    ________ Other, please specify ________________________

    ____

________ Private Schools

________ Public Schools

    ________ Local Directors of Special Education

    ________ Special Education teachers

    ________ Regular Education teachers

    ________ School Administrators (e.g., superintendent, building principal)

    ________ Adapted Physical Education teachers

    ________ Other, please specify ________________________

    ____

________ State Office of Vocational Rehabilitation

________ Teacher Organizations; please specify name of teacher organization(s) ____

(continued)

(continued)

Number of Members	Area
_____	Teacher Unions; please specify name of union(s) _____________
	____
_____	State Department of Mental Health
_____	Representative from State Advisory Committee on Public Law 94-142
_____	State Legislature
_____	Parents of Handicapped Individuals
_____	Handicapped Individuals
_____	Speech and Hearing
_____	Therapeutic Recreation
_____	Organizations for the Handicapped; please specify name of organization(s) _____________
_____	Other, please specify _____________
	____
_____	TOTAL NUMBER OF COMMITTEE MEMBERS

16. Does your COMMITTEE have:

Subcommittees (i.e., composed only of members from within the overall COMMITTEE)

_____ No

_____ Yes, please provide the following information as it relates to your subcommittees:

Subcommittee Title	Subcommittee Purpose	Number of Subcommittee Members

(continued)

(continued)

Subcommittee Title	Subcommittee Purpose	Number of Subcommittee Members

17. Does your COMMITTEE have:

Task Forces (i.e., composed of representatives from both within the COMMITTEE and from outside the COMMITTEE)

_____ No

_____ Yes, please provide the following information as it relates to your task forces:

Task Force Title	Task Force Purpose	Number of Task Force Members

18. After the CSPD COMMITTEE makes a recommendation, what requirements, procedures, or administrative steps must be met before it is considered, approved, or implemented?

19. In your judgment, what were the most significant activities your COMMITTEE has been involved in since 1977?

⑳ To what extent has your COMMITTEE had input into the development of the CSPD section of your SEA's State Plan for Public Law 94-142?

_____Considerable Input _____Moderate Input _____Little Input _____No Input

㉑ How do you view the effectiveness of your State's COMMITTEE?

_____ Effective as a Decision-Making COMMITTEE

_____ Ineffective as a Decision-Making COMMITTEE

_____ Effective in an Advisory Capacity only

_____ Ineffective in an Advisory Capacity only

_____ Too limited in authority to be effective

_____ Other, Please specify ______________________________

㉒ Would you characterize your own COMMITTEE as:

_____ An informal committee with little or no authority

_____ A formally organized committee, but with little or no decision-making authority

_____ A formally organized committee having considerable decision-making authority

_____ Other, please specify ______________________________

㉓ In your judgment, what have been the factors that have facilitated or have impeded the effectiveness of your SEA's CSPD COMMITTEE?

A. Success Factors:

B. Impeding Factors:

㉔ Please describe the factors which contribute to the decision-making authority or lack of decision-making authority of your COMMITTEE.

25. Are there other statewide committees in addition to your CSPD COMMITTEE which have a major focus on CSPD?

_____ No

_____ Yes, please specify _____________________

(continued)

(continued)

Do members of the CSPD COMMITTEE participate on these committees?

_____ No _____ Yes

26. Mark the response (1, 2, or 3) which best describes the emphasis placed by your State on each of the following components of CSPD:

1 = considerable emphasis
2 = moderate emphasis
3 = little emphasis

_____ CSPD Committee Development and Operation

_____ Broad-Based Participatory Planning for CSPD; e.g., Task Forces, Public Hearings, Regional and/or State Conferences, Newsletters, etc.

_____ Needs Assessment

_____ Inservice

_____ Preservice

_____ Identification and Adoption of Promising Educational Practices

_____ Evaluation of CSPD

_____ Technical Assistance to LEAs relative to CSPD

27. Please provide the following information about the personnel in your SEA who are involved with CSPD:

		Approximate Percentage (%) of time devoted to CSPD	To whom does the "Primary CSPD Person" administratively Report?
Primary CSPD Person	_____ NAME	_____	_____ NAME
	_____ TITLE		_____ TITLE
Others Involved with CSPD	_____ NAME	_____	
	_____ TITLE		
	_____ NAME	_____	
	_____ TITLE		
	_____ NAME	_____	
	_____ TITLE		

28. Does your "Primary CSPD Person" also have VI-D coordination as part of his/her responsibilities?

_____ Yes

_____ No

If "no", who does have the responsibility for VI-D coordination in your SEA?

Person responsible for VI-D Coordination:	To whom does this person administratively report?
______________________	______________________
Name	Name
______________________	______________________
Title	Title

29. How long has your "Primary CSPD Person" been in this role?

_____ less than 6 months

_____ 6-12 months

_____ 13-18 months

_____ 19-24 months

_____ more than 24 months

㉚ What is the funding source for the salary of your SEA's "Primary CSPD Person"?

_____ VI-B

_____ VI-D

_____ State Monies

_____ Other, please specify ______________________________

____

31. Briefly describe the review system used by your SEA relative to the LEAs:

CSPD Proposals ______________________________

____

____

____

____

____

(continued)

(continued)

CSPD Inservice Training ______________________________

CSPD Evaluation ______________________________

32. Does your SEA require that LEA applications designate a certain percentage of VI-B monies for inservice training?

_____ No

_____ Yes, please specify ______________________________

33. Please estimate the percentage of VI-B monies being utilized for inservice training:

Approximate Percentage (%) of LEA flo-thru monies used for Inservice (Statewide)	Approximate percentage (%) of SEA Allotment, other than flo-thru monies, spent for Inservice	Do LEA Applications Require that a Certain Amount or Percentage of VI-B Flo-thru monies be Spent for Specific Areas Other than Inservice Training?
		_____ No _____ Yes, please specify _____________________ _____________________ _____________________ _____________________ _____________________ _____________________

34. Do you feel that your State's CSPD effort could serve as a model for other States to use?

_____ No

_____ Yes, in the following manner: ______________________________

____

____

____

____

____

____

____

____

____

35. Does your SEA regularly publish a Newsletter regarding its CSPD activities?

_____ Yes _____ No

If Yes:

a. Who receives these newsletters? ______________________________

____

____

____

b. Who is responsible for developing, printing, and disseminating the Newsletter? ______________________________

____

____

____

㊱ Within your State, how would you characterize CSPD involvement at the local level?

_____ Majority of LEAs have well-developed and acceptable CSPD programs.

_____ Majority of LEAs have initiated CSPD programs, many of which are acceptable.

_____ Less than one half of LEAs have initiated CSPD programs.

_____ Other, please explain: ______________________________

____

____

____

37. Please indicate the methods which your State utilizes in order to insure participatory planning:

_____ A CSPD committee

_____ Advisory committees other than a State CSPD committee

_____ The State's Advisory Committee on Public Law 94-142

_____ Public hearings

_____ Field-based task forces whose purpose is to develop or review certain aspects of the CSPD

_____ Surveys or questionnaires

(continued)

(continued)

_____ Meetings, conferences or seminars designed to elicit input on CSPD

_____ Provide information through existing dissemination systems

_____ Other, please specify ______________________________

____

38. Briefly describe how your State insures that input into the CSPD section of the State Plan is obtained from all public and private IHE's, other agencies and organizations, and representatives of parents and handicapped organizations in:

development of the CSPD ______________________________

____

____

____

review of the CSPD ______________________________

____

____

____

annual updating of the CSPD ______________________________

____

____

____

39. Does your SEA conduct a statewide systematic collection of data from public and private agencies relating to personnel needs in the field of special education? (hereafter referred to as NEEDS ASSESSMENT)

_____ No, GO TO ITEM 49.

_____ Yes

40. Please indicate those methods which are used in your NEEDS ASSESSMENT:

_____ personnel projections from LEA applications for Public Law 94-142

_____ routine LEA personnel reports

_____ analysis of child-find and census data to determine changing student needs

_____ findings from compliance monitoring of LEAs

(continued)

(continued)

_____ surveys to determine LEA priority personnel needs

_____ data on numbers and qualification of graduates of personnel training programs

_____ study of competencies required of personnel to implement Public Law 94-142

_____ Other, please specify ______________________________

____

____

____

41. How often is a NEEDS ASSESSMENT conducted?

_____ on-going

_____ monthly

_____ 2-3 times yearly

_____ annually

_____ Other, please specify ______________________________

____

____

____

42. Based on information derived from the NEEDS ASSESSMENT, how are statewide training priorities established? ______________________________

____

____

____

43. In order of priority (1-5), list the five target groups (e.g., regular teachers, parents, audiologists, etc.) identified by your last NEEDS ASSESSMENT as needing training: ______________________________

____

____

____

____

____

44. How is the information, which is derived from the NEEDS ASSESSMENT, disseminated?

____

____

____

____

____

____

45. Please indicate which of the following items of information your SEA has available relating to IHE programs by:

_____ name and location of graduate, undergraduate and junior college training programs in special education

_____ personnel preparation areas, by category

_____ numbers of special education graduates each year, by category

_____ employment status of special education graduates

_____ other, please specify ______________________________

____

____

____

____

46. Please indicate which of the following items of information your SEA has available relating to LEA programs by:

_____ number of approved programs, by category

_____ personnel shortages, by category

_____ personnel shortages, by geographic areas

_____ attrition rate of special education personnel, by category

_____ other, please specify ______________________________

____

____

____

47. Please indicate the data collection methods used in your NEEDS ASSESSMENT:

_____ computerized forms for collection of information

_____ computerized analysis of data

_____ standardized questionnaires

_____ informal questionnaires

_____ telephone surveys

_____ review of LEA Compliance Reports

_____ other, please specify ______________________________

____

____

48. Who is responsible for collecting, analyzing and collating the data? ________

____

____

____

49. In your judgment, which of the following would best describe the relationship of supply and demand in the following personnel categories in your State?

Personnel Categories	Demand Exceeds Supply	Supply Exceeds Demand	No Apparent Difference	Uncertain
Educable Mentally Retarded				
Trainable Mentally Retarded				
Severely Handicapped				
Emotional Disturbance				
Learning Disabilities				
Physically Handicapped				
Visually Impaired				
Hearing Impaired				
Speech Impaired				
Audiologists				
Adapted Physical Education				

(continued)

(continued)

Personnel Categories	Demand Exceeds Supply	Supply Exceeds Demand	No Apparent Difference	Uncertain
Early Childhood Special Education				
Vocational Special Education				
Bilingual Special Education				
School Psychology				
Therapeutic Recreation				
Occupational Therapy				
Physical Therapy				
Paraprofessionals (Teacher Aides)				
Special Education Administration				

50. In your judgment, which five of the following categories of personnel have the most severe shortages in your State? (Please rank-order the five for elementary-level and the five for secondary-level.)

Personnel Categories	Most Severe Shortage ELEMENTARY-LEVEL (Rank-Order 1-5)	Most Severe Shortage SECONDARY-LEVEL (Rank-Order 1-5)
Educable Mentally Retarded		
Trainable Mentally Retarded		
Severely Handicapped		
Emotional Disturbance		
Learning Disabilities		
Physically Handicapped		
Visually Handicapped		
Hearing Impaired		
Speech Impaired		
Adapted Physical Education		
Early Childhood Special Education		
Vocational Special Education		
Bilingual Special Education		

51. In general, does your State have more severe special education personnel shortages at the: Elementary Level _____ or Secondary Level _____.

(52) In your judgment, as a result of your CSPD efforts, have working relationships been enhanced:

a. Between your SEA and college and universities?

_____ Yes _____ No _____ Uncertain

b. Between your SEA and LEA's (or Intermediate Units)?

_____ Yes _____ No _____ Uncertain

c. Between colleges and universities and LEA's (or Intermediate Units)?

_____ Yes _____ No _____ Uncertain

53. Please indicate those incentives which are used to insure participation in inservice training by your State:

_____ substitute teachers

_____ released time

_____ college credit

_____ certification

_____ updating professional skills

_____ salary-step credit

_____ payment for participation

_____ reimbursement of expenses

_____ letters of commendation from administrators

_____ public recognition of participation

_____ certificates of merit

_____ recognition of professional growth noted in personnel file

_____ other, please specify _________

____

____

____

54. What is your SEA's position relative to the following CSPD inservice incentives?

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
substitute teachers			
released time			
payment for participation			

55. Please indicate which of the following methods your State has found to be the most effective for the dissemination of information regarding promising educational practices:

_____ State, regional, or National dissemination projects

_____ conferences and meetings

_____ mailings, such as newsletters, bulletins, or other publications

_____ information and referral services

_____ toll-free telephone number for questions or requests for information

_____ regional networks

_____ inservice training to prepare personnel for adoption of effective innovative practices

_____ loan service for media and materials

_____ other, please specify ________________________________

____

____

(56) With regard to your State's CSPD Plan for Dissemination of Significant Information and Promising Educational Practices, please indicate the response which best describes the current status of the items listed below:

RESPONSES					
Has Been Established		In Planning Stage		Not Being Considered	
5	4	3	2	1	
					1. An Information Retrieval System from major resources (i.e., IHEs, LEAs, and other agencies).
					2. A Clearinghouse Capacity.
					3. Coordination with existing State Dissemination Resources; e.g., your State's Facilitator for the National Diffusion Network.

(continued)

(continued)

RESPONSES					
Has Been Established		In Planning Stage		Not Being Considered	
5	4	3	2	1	
					4. An Information Distribution System to LEAs, IHE trainers, and other key parties.
					5. An evaluation procedure for assessing the impact of your State's CSPD Dissemination System.

(57) Relative to your State's CSPD Plan for Adoption of Promising Educational Practices, please indicate the response which best describes the current status of the items listed below:

RESPONSES					
Has Been Established		In Planning Stage		Not Being Considered	
5	4	3	2	1	
					1. Policies and Procedures for identifying Promising Educational Practices.
					2. Involvement of Potential Adopters in the establishment of Policies and Procedures for the Identification of Promising Educational Practices.
					3. Provisions for information and/or training at the Local Level for the identification of Promising Educational Practices.

(continued)

RESPONSES					
Has Been Established		In Planning Stage		Not Being Considered	
5	4	3	2	1	
					4. Evaluation Procedures for assessing the effectiveness or impact of actual adoptions or adaptations of Promising Educational Practices within your State.

58. Please indicate those methods utilized by your SEA in the monitoring of CSPD implementation at the local level:

____ review of local district plans for Public Law 94-142

____ review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities

____ training of compliance monitoring teams to incorporate CSPD monitoring in site reviews

____ application of criteria for LEA inservice

____ fiscal audit of flow-through funds used for inservice

____ on-site monitoring of LEA staff development

59. Please indicate those methods your SEA has found effective in providing technical assistance to LEAs in implementing the CSPD:

____ provision of consultant services

____ site visits

____ information collection, analysis and dissemination

____ production of documents and publications

____ dissemination of documents and publications

____ conducting conferences, workshops and meetings

____ clearinghouse services

____ maintenance of technical assistance centers

____ other regional or local coordination

(60) In your judgment, to what extent does your SEA provide sufficient technical assistance to LEAs relative to CSPD?

_____ Considerable

_____ Moderate

_____ Minimal

_____ None

61. Which of the following methods of evaluation is utilized?

_____ matching personnel needs with available personnel

_____ comparison of training needed by various target audiences with training actually provided

_____ collecting personnel change data

_____ collecting child change data

_____ third party data

_____ other, please specify ______________________________

____

____

(62) What do you see as being the main "roadblocks" to fulfilling the intent of the CSPD section of Public Law 94-142 in your State?

____

____

____

____

____

____

(63) What types of services or assistance can the Office of Special Education (formerly BEH) or other agencies provide to facilitate your State's CSPD efforts?

____

____

____

____

____

(64) At what stage of compliance with Public Law 95-561 (Section 501, Title V of the E.S.E.A. Act)* is your State Education Agency?

_____ In Compliance

_____ In Development Stage

_____ In Planning Stage

_____ No Activity. Why? ______________________________

____

____

____

*Specifically, Public Law 95-561, Section 501, Title V of the E.S.E.A. Act asks States to set forth:

> "(2) a comprehensive plan for the coordination of Federal and State funds for training activities for educational personnel in the State including preservice and inservice training, which plan shall be developed with the involvement of teachers, professional associations, institutions of higher education, and other interested individuals and organizations."

65. Please indicate those special education personnel (if any) in your SEA who are involved with Public Law 95-561:

NAME	TITLE

IN THE ENCLOSED, STAMPED ENVELOPE, PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO:

PROJECT ON COOPERATIVE MANPOWER PLANNING
IN SPECIAL EDUCATION
Department of Special Education
515 South Sixth Street
University of Missouri-Columbia
Columbia, Missouri 65211

APPENDIX D

Cover Letter to Participants

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

Department of Special Education
515 South Sixth Street
Columbia, Missouri 65201
Telephone (314) 882-3741

July 25, 1980

Dear

As you may know, our Project on Cooperative Manpower Planning at the University of Missouri has conducted two status studies, one in 1976 and another in 1978, to determine what was taking place Nationally relative to personnel planning in special education. The publications resulting from these studies have been widely disseminated to each SEA, many colleges and universities, professional organizations, and staff in OSE (formerly BEH). These publications were well-received and feedback from individuals in the field indicated that they provided SEAs and CSPD committees with pertinent information regarding CSPD activities. You may have responded to one of the previous studies. Our Project is now in the process of updating this information; thus, this is the reason for the enclosed questionnaire.

Prior to your beginning the questionnaire, there are some major points which should be made:

(1) Responses for some of the items will not be identified by individual States in the publication resulting from this study; i.e., several items which request a "subjective" response will be reported only in an aggregate manner. These items are identified on the questionnaire by a circle around the item number.

(2) While the questionnaire appears to be lengthy, many of the items only require you to check a response or provide a short answer. When longer responses are required, we hope you will answer in full since this information is necessary for adequate interpretation and will be, in our judgment, beneficial to the States in their implementation of the CSPD.

(3) If we are unclear as to your response to a particular item, we will be calling you for clarification.

an equal opportunity institution

It is planned that the publication resulting from this study will be available for dissemination in October, 1980. Most certainly, your name will be included in the publication as a respondent and a copy of the publication will be sent to you.

To assist you, a self-addressed, stamped envelope is enclosed. We would appreciate your completion of this questionnaire as soon as possible, but, ideally, no later than August 11, 1980.

Many thanks.

Sincerely,

Richard C. Schofer, Director	Janice R. Duncan, Research Associate
Project on Cooperative Manpower	Project on Cooperative Manpower
Planning in Special Education	Planning in Special Education
University of Missouri-Columbia	University of Missouri-Columbia

RCS/w

Enc.

APPENDIX E

Letter of Reminder to Participants

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

Department of Special Education
515 South Sixth Street
Columbia, Missouri 65201
Telephone (314) 882-3741

August 22, 1980

Dear

In late July we mailed a questionnaire to you relative to CSPD activities in (name of state) . As of this date, we have not yet received your response. Since it is very important that (name of state) be included in our final report, we would greatly appreciate your assistance. In case our first mailing was mislaid, another questionnaire is included with this letter.

Thanks.

Sincerely,

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education

RCS/jd

Enclosure

P.S.
Please forgive this letter if your questionnaire is already in the mail.

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APPENDIX F

List of Survey Respondents

Survey Respondents

ALABAMA

Sue Akers, Education Specialist
Support Services Unit
Program for Exceptional Children
and Youth
Alabama State Department of
Education
Montgomery, Alabama 36130

ALASKA

Sherman Welch, Program Manager
Special Education
Alaska Department of Education
Juneau, Alaska 99801

ARIZONA

Tommi Pierce, Education Program
Specialist, Special Education
Arizona State Department of
Education
Phoenix, Arizona 85007

ARKANSAS

Larry Stang, Federal Grants Officer
Arkansas Department of Education
Little Rock, Arkansas 72201

CALIFORNIA

Karl E. Murray, Coordinator
Personnel Development Unit
California State Dept. of Education
721 Capital Mall
Sacramento, California 95814

COLORADO

Lynne Mills Murphy, Consultant
Special Education Services Unit
Colorado Department of Education
Denver, Colorado 80203

CONNECTICUT

Janet M. Rosenbaum
Personnel Development Coordinator
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120

DELAWARE

Connie I. Allen, State Supervisor
Exceptional Children Programs
Department of Public Instruction
Dover, Delaware 19901

DISTRICT OF COLUMBIA

Doris A. Woodson, Assistant Superintendent
State Education Agency
D.C.P.S. Division of Special Education
Washington, D.C. 20001

FLORIDA

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Iakopo F. Taula'i
Director, Special Education
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89

APPENDIX G

Survey State Summary Sheets

Appendix G

Survey State Summary Sheets

Each of the items from the Survey of Status of CSPD Activities in State Education Agencies, except for the confidential items, are summarized in this section. Item format has been modified and responses are re-grouped in order to give a concise representation of responses.

SURVEY SUMMARY SHEET * ALABAMA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES _X_NO - Committee is currently being formulated.

2. The name of the COMMITTEE:

3. The COMMITTEE first met: __________month __________year

4. The number of members currently on the COMMITTEE:

5. The number of areas represented by members of the COMMITTEE:

6. Selection of COMMITTEE membership is by:

7. Criteria for selection of representatives:

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by:

12. COMMITTEE meetings are held:

13. Average length of COMMITTEE meetings:

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
☐	☐	a. Document delineating COMMITTEE purposes and operating gudelines
☐	☐	b. Formal agenda developed for COMMITTEE meetings
☐	☐	c. Rules governing COMMITTEE attendance and participation
☐	☐	d. Reimbursement of COMMITTEE members for their participation
☐	☐	e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
☐	☐	f. Utilization of Subcommittees
☐	☐	g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
X		i.	Other University personnel meetings; evaluations of inservice training efforts.

17. Needs Assessment activities include the following:

YES	NO		
	X	a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ____
		b.	Personnel projections from LEA applications for Public Law 94-142
		c.	Routine LEA personnel reports
		d.	Analysis of child-find and census data to determine changing student needs
		e.	Findings from compliance monitoring of LEAs
		f.	Surveys to determine LEA priority personnel needs
		g.	Data on numbers and/or qualifications of graduates of personnel training programs
		h.	Study of competencies required of personnel to implement Public Law 94-142
		i.	Computerized forms for collection of information
		j.	Computerized analysis of data
		k.	Standarized questionnaires
		l.	Informal questionnaires
		m.	Telephone surveys
		n.	Review of LEA Compliance Reports
		o.	Other ____

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

____

____

____

____

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
		a. Name and location of graduate, undergraduate and junior college training programs in special education
		b. Personnel preparation areas, by category
		c. Numbers of special education graduates each year, by category
		d. Employment status of special education graduates
		e. Other ______

With regard to LEAs, the following information is available to the SEA:

		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
	X	b. Released Time
	X	c. College credit
	X	d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
X		e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
X		i. Other Regional meetings between LEA supervisors of special education and our staff on a quarterly basis and more often if needed.

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
X		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
	X	c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
X		i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Sue Akers, Education Specialist
Support Services Unit, Alabama State Department of Education
Division of Instruction, Program for Exceptional Children and Youth
Montgomery, Alabama 36130

SURVEY SUMMARY SHEET * ALASKA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: Consortium Planning Committee (CPC)

3. The COMMITTEE first met: September month 1978 year

4. The number of members currently on the COMMITTEE: No Response

5. The number of areas represented by members of the COMMITTEE:

6. Selection of COMMITTEE membership is by:

7. Criteria for selection of representatives:

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by:

12. COMMITTEE meetings are held:

13. Average length of COMMITTEE meetings:

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
		a.	Document delineating COMMITTEE purposes and operating gudelines
		b.	Formal agenda developed for COMMITTEE meetings
		c.	Rules governing COMMITTEE attendance and participation
		d.	Reimbursement of COMMITTEE members for their participation
		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f.	Utilization of Subcommittees
		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
x		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly _X_ annually ____ other ______
	X	b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	x	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Special Education teachers - all levels

Special Education personnel new to state

Surrogate parents, Paraprofessionals & aides

Parents of handicapped children

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
	X	c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
	X	f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

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SURVEY SUMMARY SHEET * AMERICAN SAMOA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES X NO

2. The name of the COMMITTEE: ____________________

3. The COMMITTEE first met: ____________month ____________year

4. The number of members currently on the COMMITTEE: ____________________

5. The number of areas represented by members of the COMMITTEE: ____________________

6. Selection of COMMITTEE membership is by: ____________________

7. Criteria for selection of representatives: ____________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________________

12. COMMITTEE meetings are held: ____________________

13. Average length of COMMITTEE meetings: ____________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	NA	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training - Not applicable No LEA's
	NA	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
X		i.	Other Utilization of Pacific Basin Consortium in developing Pacific region CSPD.

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __X__ annually ____ other ____
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
	X	e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
	NA	n.	Review of LEA Compliance Reports
X		o.	Other Individual teacher & trainer reports/interviews with teachers and teacher trainees

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Special Education teachers of low incidence populations

Special Education teachers(regular)Regular education administrators

Regular education teachers; and Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
	X	b. Personnel preparation areas, by category
	X	c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

	NA	With regard to LEAs, the following information is available to the SEA:
		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
	X	b. Released Time
	X	c. College credit
	X	d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
	X	g. Payment for Participation
	X	h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
X		m. Other immediate availability of trainers

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation		X	

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
	X	b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include: N/A

YES	NO		
		a.	Review of local district plans for Public Law 94-142
		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
		d.	Application of criteria for LEA inservice
		e.	Fiscal audit of flow-through funds used for inservice
		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include: N/A

YES	NO		
		a.	Provision of consultant services
		b.	Site visits
		c.	Information collection, analysis and dissemination
		d.	Production of documents and publications
		e.	Dissemination of documents and publications
		f.	Conducting conferences, workshops and meetings
		g.	Clearinghouse services
		h.	Maintenance of technical assistance centers
		i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Iakopo F. Taula'i
Program Director, Special Education
Department of Education
Pago Pago, American Samoa 96799

SURVEY SUMMARY SHEET * ARIZONA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES __X__NO

2. The name of the COMMITTEE: ____________________

3. The COMMITTEE first met: __________month __________year

4. The number of members currently on the COMMITTEE: ____________________

5. The number of areas represented by members of the COMMITTEE: ____________________

6. Selection of COMMITTEE membership is by: ____________________

7. Criteria for selection of representatives: ____________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________________

12. COMMITTEE meetings are held: ____________________

13. Average length of COMMITTEE meetings: ____________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ________________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly _X_ annually ____ other ________________
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other ________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Needs assessment data in process of being tabulated.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other
			With regard to LEAs, the following information is available to the SEA:
X		a.	Number of approved programs, by category
	X	b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
	X	b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
	X	h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
	X	c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
X		g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
X		c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other ____________

26. Name and title of the Primary CSPD person in the SEA:

Tommie Pierce
Education Program Specialist, Special Education
Arizona State Department of Education
Phoenix, Arizona 85007

SURVEY SUMMARY SHEET * ARKANSAS

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: Arkansas Special Education Personnel Development Council

3. The COMMITTEE first met: NO RESPONSE month ___ year

4. The number of members currently on the COMMITTEE: 17

5. The number of areas represented by members of the COMMITTEE: 6

6. Selection of COMMITTEE membership is by: appointment by State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations, and individuals active in personnel development

8. The State Education Agency representative(s) on the COMMITTEE:

Lorraine Del Buono, Personnel Development Specialist
Sherman Peterson, Associate Director
Larry Stang, Federal Grants Officer
Morris Holmes, Associate Director

9. The 1979-80 Chairperson of the COMMITTEE:

Dr. Lou Semrau
Chairman, Special Education
Arkansas State University
State University, Arkansas 72467

10. The 1980-81 Chairperson of the COMMITTEE:

Dr. Lou Semrau
Chairman, Special Education
Arkansas State University
State University, Arkansas 72467

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every several (5-11) weeks

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states - (Possibly in a year or two)
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly _x_ annually ____ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
	X	e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Regular Teachers
2. Administrators
3. Psychological Examiners
4. Special Education Teachers
5. Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
	X	a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
X		c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
	X	e.	Updating professional skills
	X	f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
X		k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
	X	c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
	X	a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
X		g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Lorraine Del Buono
Personnel Development Specialist
Arkansas Department of Education
Little Rock, Arkansas 72201

SURVEY SUMMARY SHEET * CALIFORNIA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: Personnel Development Committee (PDC) AND Personnel Advisory Council (PAC)

3. The COMMITTEE first met: Spring month 1978 year

4. The number of members currently on the COMMITTEE: 45 (estimate)

5. The number of areas represented by members of the COMMITTEE: 14

6. Selection of COMMITTEE membership is by: PDC members are Legislative & State Board appointed - PAC members are appointed by organizations

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:

Karl E. Murray, Coordinator Personnel Development Unit
Charles Keaster, Superintendent Diagnostic School
Sharon Currier, Consultant Staff Development Office - Regular Education

9. The 1979-80 Chairperson of the COMMITTEE:

Dr. Anthony J. Lepire, Assistant Professor
San Francisco State University
29 Avenida Drive
Berkeley, California 94708

10. The 1980-81 Chairperson of the COMMITTEE:

Not known yet

11. Selection of COMMITTEE Chairperson is by: Appointment by whoever chairs the PL94-142 Advisory Commission on Special Education. (PDC is part of Commission)

12. COMMITTEE meetings are held: PDC - once monthly/PAC does not have set schedule, they do receive monthly newsletters

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training - recommends
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ____

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly X annually ____ other ____
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
X		o.	Other Not a complete system yet

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Regular teachers
2. Parents
3. Regular children
4. Classroom management
5. Adapting curriculum to special needs
6. How to use appropriate inservice
7. Administrators
8. Communication skills

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other ________________

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
Some		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
X		e. Updating professional skills
		f. Salary-step credit- Local option
	X	g. Payment for Participation
	X	h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other ________________

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

No Response

YES	NO	
		a. State, regional, or National dissemination projects
		b. Conferences and meetings
		c. Mailings, such as newsletters, bulletins, or other publications
		d. Information and referral services
		e. Toll-free telephone number for questions or requests for information
		f. Regional networks
		g. Inservice training to prepare personnel for adoption of effective innovative practices
		h. Loan service for media and materials
		i. Other ________________

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Karl E. Murray, Coordinator Personnel Development Unit
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

SURVEY SUMMARY SHEET * COLORADO

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Colorado Comprehensive Personnel Preparation Committee (CCPPC)

3. The COMMITTEE first met: July month 1976 year

4. The number of members currently on the COMMITTEE: 24

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education/Representatives shall include parents, professionals, and handicapped persons

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Lynne Milis Murphy, Consultant
Dr. Peter S. Fanning, Executive Director

9. The 1979-80 Chairperson of the COMMITTEE:
Dr. Bruce R. Pierce, Chairman Department of Communications
Colorado State University
Ft. Collins, CO 80523

10. The 1980-81 Chairperson of the COMMITTEE:
Same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: Once monthly

13. Average length of COMMITTEE meetings: Half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states - Not Yet
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
X		i.	Other Task Force whose members represent other Colorado Department of Education units.

17. Needs Assessment activities include the following:

YES	NO		
	X	a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __X__ annually ____ other ____
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
X		o.	Other Community wide annual needs assessment within local administrative units with National Inservice Network projects

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Principals, administrators
2. Regular educator
3. Special educator
4. Support personnel
5. Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
X		c.	Personnel shortages, by geographic areas
X		d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
	X	g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			
Released Time	NO RESPONSE		
Payment for Participation			

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
	X	b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
		d.	Application of criteria for LEA inservice (C-F WILL BE IMPLEMENTED IN 1980-81)
		e.	Fiscal audit of flow-through funds used for inservice
		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
	X	a.	Provision of consultant services
	X	b.	Site visits
	X	c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Lynne Mills Murphy, Consultant Special Education Services Unit
Colorado Department of Education
Denver, CO 80203

SURVEY SUMMARY SHEET * CONNECTICUT

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Statewide Council on Personnel Development in Special Education

3. The COMMITTEE first met: ____________ month about 9 yrs. ago year

4. The number of members currently on the COMMITTEE: 35

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: State Director of Special Education. Each Part D fund recipient appoints one representative

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Dr. Tom Gillung, Chief, Bureau of Student Services
Dr. Les Horvath, Coordinator, Review and Compliance Unit

9. The 1979-80 Chairperson of the COMMITTEE:
Dr. Irving Newman, Chairman, Special Education
Southern Connecticut State College
New Haven, Connecticut 06515

10. The 1980-81 Chairperson of the COMMITTEE:
Same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: Every several (5-11) weeks/minimum of 4 times annually

13. Average length of COMMITTEE meetings: 2-3 hours evening

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
	X	a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
X		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states - still improving
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ___ on-going ___ monthly ___ 2-3 times yearly ___ annually X other Some annually, majority is on-going
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular education personnel; Early childhood personnel; Career/vocational personnel; Severely/profoundly; Related services personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
	X	b. Personnel preparation areas, by category
	X	c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
	X	a. Number of approved programs, by category
X		b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
X		e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
X		e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
	X	b.	Site visits
X		c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
X		g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other ________________

26. Name and title of the Primary CSPD person in the SEA:

Janet M. Rosenbaum, Personnel Development Coordinator
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120

SURVEY SUMMARY SHEET * DELAWARE

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Task Force for Personnel Development

3. The COMMITTEE first met: December month 1978 year

4. The number of members currently on the COMMITTEE: 20

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: State Director of Special Education, Chairperson of the COMMITTEE selects members

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations, cross section of representation from various LEA programs, agencies and higher education

8. The State Education Agency representative(s) on the COMMITTEE:
Dr. Erv Marsh, State Director, Certification and Personnel
Dr. Ed Dillon, State Supervisor Exceptional Children
Dr. Robert Boozer, State Supervisor Management Information
and others

9. The 1979-80 Chairperson of the COMMITTEE:
Dr. Connie Allen, State Supervisor Exceptional Children/Special Programs Division
and Dr. Ed Dillon, State Supervisor Exceptional Children
Department of Public Instruction
Dover, Delaware 19901

10. The 1980-81 Chairperson of the COMMITTEE:
Same as above

11. Selection of COMMITTEE Chairperson is by: Appointment by Dr. Carl Haltom State Director Exceptional Children/Special Programs Division

12. COMMITTEE meetings are held: Approximately twice yearly

13. Average length of COMMITTEE meetings: Half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
	X	d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
	X	a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states - In planning of individual training session and dissemination of information
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
X		i.	Other Needs assessment form in Inservice Catalogue

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: X on-going monthly 2-3 times yearly X annually other
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular Education teachers; Special Education teachers; Administrators; Support personnel; Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
X		d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category General terms not hard data
X		c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			
Released Time	NO RESPONSE		
Payment for Participation			

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
X		g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
X		f.	Other Participant evaluation of training programs

26. Name and title of the Primary CSPD person in the SEA:

Dr. Connie Allen, State Supervisor Exceptional Children/Special
Programs Division
Department of Public Instruction
Dover, Delaware 19901

SURVEY SUMMARY SHEET * DISTRICT OF COLUMBIA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____ YES __X__ NO

2. The name of the COMMITTEE: ____________________

3. The COMMITTEE first met: ____________ month ____________ year

4. The number of members currently on the COMMITTEE: ____________

5. The number of areas represented by members of the COMMITTEE: ____________

6. Selection of COMMITTEE membership is by: ____________________

7. Criteria for selection of representatives: ____________________

8. The State Education Agency representative(s) on the COMMITTEE: ____________________

9. The 1979-80 Chairperson of the COMMITTEE: ____________________

10. The 1980-81 Chairperson of the COMMITTEE: ____________________

11. Selection of COMMITTEE Chairperson is by: ____________________

12. COMMITTEE meetings are held: ____________________

13. Average length of COMMITTEE meetings: ____________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
☐	☐	a. Document delineating COMMITTEE purposes and operating gudelines
☐	☐	b. Formal agenda developed for COMMITTEE meetings
☐	☐	c. Rules governing COMMITTEE attendance and participation
☐	☐	d. Reimbursement of COMMITTEE members for their participation
☐	☐	e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
☐	☐	f. Utilization of Subcommittees
☐	☐	g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
	X	a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
		d.	State CSPD effort could serve as a model, in part or in whole, for other states **(see footnote #1, last page)
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee - Planning
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly X annually ____ other ______
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
X		o.	Other Surveys to determine SEA central and regional priority needs Surveys to determine needs of bilingual population and parents

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Special; General; Speech/language; Audiologists; Social workers; Therapeutic recreation; Medical personnel; Physical therapists; Occupational therapists; Surrogate parents; Paraprofessionals

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
	X	b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
	X	g.	Payment for Participation
X		h.	Reimbursement of expenses
X		i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
X		k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	Stated positions not applicable		
Released Time			
Payment for Participation			

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
X		e.	Toll-free telephone number for questions or requests for information
X		f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

DISTRICT OF COLUMBIA

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

NO RESPONSE

YES	NO	
		a. Matching personnel needs with available personnel
		b. Comparison of training needed by various target audiences with training actually provided
		c. Collecting personnel change data
		d. Collecting child change data
		e. Third party data
		f. Other

26. Name and title of the Primary CSPD person in the SEA:

David V. Burket, Executive Assistant to the Assistant Superintendent
Special Education Division
10th H Northwest
Washington, D.C. 20001

1. The SEA is in the planning stage for the implementation of a CSPD. When the total process for this system is in place it could serve as a model for other SEAs.

SURVEY SUMMARY SHEET * FLORIDA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES __X__NO

2. The name of the COMMITTEE: ______________________________

3. The COMMITTEE first met: ______________month ______________year

4. The number of members currently on the COMMITTEE: ______________

5. The number of areas represented by members of the COMMITTEE: ______________

6. Selection of COMMITTEE membership is by: ______________________________

7. Criteria for selection of representatives: ______________________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ______________________________

12. COMMITTEE meetings are held: ______________________________

13. Average length of COMMITTEE meetings: ______________________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
		a.	Document delineating COMMITTEE purposes and operating gudelines
		b.	Formal agenda developed for COMMITTEE meetings
		c.	Rules governing COMMITTEE attendance and participation
		d.	Reimbursement of COMMITTEE members for their participation
		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f.	Utilization of Subcommittees
		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training - Districts are encouraged to utilize entitlements for training in specified areas.
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states See footnote #1
X		e.	SEA publishes Newsletter of CSPD activities (CSPD activities are included in the Bureau's quarterly Technical Assistance Report)

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
X		i.	Other as specified in State Plan

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ___ monthly ___ 2-3 times yearly ___ annually x other time frame varies with nature of assessment activity
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	?	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other as specified in State Plan

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

(1) Assessment personnel (audiologists, psychologists, staffing specialists, etc.); (2) Regular educators of exceptional students; (3) Parents of exceptional students; (4) Vocational education, physical education, and early childhood personnel; (5) Personnel in low-prevalence areas; (6) Agency Personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
X		e. Other State program approval status; courses offered for certification only (see also State Plan)

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

and certification status of
personnel; type of personnel
assignment

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
X		i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	see footnote #2		
Released Time			
Payment for Participation			

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
	?	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
X		e. Third party data
X		f. Other as specified in State Plan

26. Name and title of the Primary CSPD person in the SEA:

Doris B. Nabi, Administrator
Program Support Services
Bureau of Education for Exceptional Students
Florida Department of Education
Tallahassee, Florida 32303

1. Florida's CSPD attempts to coordinate all available resources for exceptional student education training within an ongoing system of educational personnel development which includes the framework and mandated programs specified in the State Plan.

2. The SEA has official positions as follows: State Board of Education Rules permit districts to pay substitute teachers and other released time from state funds for staff development, and also allow payment beyond regular contract hours.

SURVEY SUMMARY SHEET * GEORGIA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: CSPD Advisory Council

3. The COMMITTEE first met: September month 1980 year

4. The number of members currently on the COMMITTEE: 20-30, 23 presently

5. The number of areas represented by members of the COMMITTEE: 11

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations; as representative of OSE suggested constituency as possible

8. The State Education Agency representative(s) on the COMMITTEE:

Martha Bauman, VI-D, Consultant
Arthur Bilyeu, Director, Special Education
Kathy Bush, Coordinator, Georgia Learning Resources System
and others

9. The 1979-80 Chairperson of the COMMITTEE:

Arthur Bilyeu, Director, Special Education
Georgia Department of Education
Atlanta, Georgia 30334

10. The 1980-81 Chairperson of the COMMITTEE:

To be appointed

11. Selection of COMMITTEE Chairperson is by: Appointment by Arthur Bilyeu and Planning Committee

12. COMMITTEE meetings are held: Every 3-4 months

13. Average length of COMMITTEE meetings: The first will be 1/2 day, with full day thereafter

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training - They require some, but not a specified amount
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states - With our GLRs network throughout the state we have "mini-CSPD's" already operating.
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ____________

17. Needs Assessment activities include the following:

YES	NO		
	X	a.	Conducts a statewide systematic collection of data: Is being developed. ____ on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ____________
		b.	Personnel projections from LEA applications for Public Law 94-142
		c.	Routine LEA personnel reports
		d.	Analysis of child-find and census data to determine changing student needs
		e.	Findings from compliance monitoring of LEAs
		f.	Surveys to determine LEA priority personnel needs
		g.	Data on numbers and/or qualifications of graduates of personnel training programs
		h.	Study of competencies required of personnel to implement Public Law 94-142
		i.	Computerized forms for collection of information
		j.	Computerized analysis of data
		k.	Standarized questionnaires
		l.	Informal questionnaires
		m.	Telephone surveys
		n.	Review of LEA Compliance Reports
		o.	Other ____________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Needs Assessment is being developed.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
		a.	Name and location of graduate, undergraduate and junior college training programs in special education
		b.	Personnel preparation areas, by category
		c.	Numbers of special education graduates each year, by category
		d.	Employment status of special education graduates
		e.	Other

With regard to LEAs, the following information is available to the SEA: NO RESPONSE

		a.	Number of approved programs, by category
		b.	Personnel shortages, by category
		c.	Personnel shortages, by geographic areas
		d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
	X	b.	Released Time
X		c.	College credit
X		d.	Certification
	X	e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
X		m.	Other Continuing education units (CEU's)

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
X		f.	Regional networks
	X	g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
X		i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Martha Bauman, Consultant, VI-D
Georgia Department of Education
Atlanta, Georgia 30334

SURVEY SUMMARY SHEET * HAWAII

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Hawaii Committee for Planning and Personnel Preparation of the Handicapped (HCPPPH)

3. The COMMITTEE first met: May month 1979 year

4. The number of members currently on the COMMITTEE: 19

5. The number of areas represented by members of the COMMITTEE: 4

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education; Chairperson of the COMMITTEE (Assoc. members by consent of majority) & President of the University of Hawaii

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:

Miles S. Kawatachi, Education Director, Special Needs Branch
Verna C. Lee, Educational Specialist III, Exceptional Children Section
C. Lynne Douglas, Education Specialist II, Exceptional Children Section
and others

9. The 1979-80 Chairperson of the COMMITTEE:

Mr. James H. Nohara, Personnel Specialist III
Office of Personnel Services, Personnel Certification and Development Section
1390 Miller Street
Honolulu, Hawaii 96813

10. The 1980-81 Chairperson of the COMMITTEE:

Same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote, alternating annually between Department of Education and the University of Hawaii

12. COMMITTEE meetings are held: Every 3 months

13. Average length of COMMITTEE meetings: Half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
	X	d.	Reimbursement of COMMITTEE members for their participation
		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations --Being developd
	X	f.	Utilization of Subcommittees --But anticipated
	X	g.	Utilization of Task Force --But anticipated

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
NA		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training *Hawaii is a single state school system
NA		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: X on-going --at various levels ___ monthly ___ 2-3 times yearly X annually --statewide ___ other ________
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of ~~LEAs~~ (districts)
X		f.	Surveys to determine LEA priority personnel needs *district not LEA
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of ~~LEA~~ Compliance Reports district monitoring
	X	o.	Other ________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Special Education Personnel(ECH & SVH, including Voc. Ed.); Special & Regular Education Personnel in Mainstreaming; Speech and Hearing Personnel; Paraprofessionals; Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other ______

NA		
		With regard to LEAs, the following information is available to the SEA:
		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
	X	b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
	X	g. Payment for Participation
	X	h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher		X	
Released Time		X	
Payment for Participation		X	

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
	X	b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
X		i. Other Purchase of single sets of promising materials for trial use by each district

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
NA		a. Review of local district plans for Public Law 94-142
		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
		d. Application of criteria for LEA inservice
		e. Fiscal audit of flow-through funds used for inservice
		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
NA		a. Provision of consultant services
		b. Site visits
		c. Information collection, analysis and dissemination
		d. Production of documents and publications
		e. Dissemination of documents and publications
		f. Conducting conferences, workshops and meetings
		g. Clearinghouse services
		h. Maintenance of technical assistance centers
		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data in development stage
X		e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

C. Lynne Douglas, Educational Specialist II Inservice Training
Hawaii State Department of Education
Honolulu, Hawaii 96813

SURVEY SUMMARY SHEET * IDAHO

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). x YES ____ NO

2. The name of the COMMITTEE: Cooperative Manpower Planning Committee

3. The COMMITTEE first met: August month 1976 year

4. The number of members currently on the COMMITTEE: 11

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: appointment by Part D Coordinator

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Charles Riddle, Part D Coordinator

9. The 1979-80 Chairperson of the COMMITTEE:
Vacant

10. The 1980-81 Chairperson of the COMMITTEE:
Not yet determined

11. Selection of COMMITTEE Chairperson is by: Leadership in the past provided by SEA Part D Coordinator

12. COMMITTEE meetings are held: every several (5-11) weeks

13. Average length of COMMITTEE meetings: half-day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training (but planned for FY 82)
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training (but will in FY 82)
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
X		i.	Other Director's Association is strong and constantly suggests needs

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly _x_ annually ____ other ____
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
X		m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. regular teachers
2. aides/paraprofessionals
3. psychologists
4. parents
5. administrators

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

and information concerning certification; aides

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
	X	e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
	X	h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	allowable VI-B cost		
Released Time	allowable VI-B cost		
Payment for Participation	allowable VI-B cost		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
X		d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
X		h. Maintenance of technical assistance centers (three regions)
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
	X	b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Charles Riddle
Part D Coordinator
Idaho Department of Education
Boise, Idaho 83720

SURVEY SUMMARY SHEET * ILLINOIS

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: CSPD Task Force

3. The COMMITTEE first met: September month 1980 year

4. The number of members currently on the COMMITTEE: 19 (approximately)

5. The number of areas represented by members of the COMMITTEE: 8

6. Selection of COMMITTEE membership is by: appointment by the constituencies

7. Criteria for selection of representatives: Geographic considerations, officially designated representative of agencies or organizations and some selections by SEA in order to obtain representation from some groups.

8. The State Education Agency representative(s) on the COMMITTEE:
Kay Robinson, Special Education Specialist
Bobbie Reguly, Special Education Specialist

9. The 1979-80 Chairperson of the COMMITTEE:
Charlie McCormick, Assistant Director
Northwestern Illinois Association
145 Fisk Avenue
DeKalb, Illinois 60115

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every several (5-11) weeks

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees (not as yet; in planning stages)
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
X		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
X		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities (cannot by Agency policy, however, information can be disseminated through Department Management Bulletin.)

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. regular educators
2. parents
3. administrators and Board of education members
4. paraprofessionals (bus drivers, cafeteria workers, etc.)
5. psychologists

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
	X	c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
	X	b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit (some)
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
X		m. Other food functions, free babysitting

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
?		g. Clearinghouse services
X		h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
X		e. Third party data (some)
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Kay Robinson
Special Education Specialist
State Board of Education
Illinois Office of Education
Springfield, Illinois 62777

SURVEY SUMMARY SHEET * INDIANA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES __X__NO

2. The name of the COMMITTEE: ____

3. The COMMITTEE first met: ____________________month ________________year

4. The number of members currently on the COMMITTEE: ____________________

5. The number of areas represented by members of the COMMITTEE: ____________________

6. Selection of COMMITTEE membership is by: ____________________________

7. Criteria for selection of representatives: ____________________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________________________

12. COMMITTEE meetings are held: ____________________________

13. Average length of COMMITTEE meetings: ____________________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states **Please see #1 on last page.
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: X on-going monthly 2-3 times yearly X annually X other Some data are available only on an annual basis, other can be collected any time.
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
***		g.	Data on numbers and/or qualifications of graduates of personnel training programs ***Developing
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other Data from Division of Teacher Education and Certification/ At the local level, nominal group processes, interviews

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular education elementary teacher; Regular education secondary level teachers; Special Education teachers; Related services personnel; Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
	X	a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category and number of employed, individuals with complete certification or limited certification
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
?		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
?		i.	Letters of commendation from administrators
?		j.	Public recognition of participation
X		k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
X		i.	Other Publication of information from aggregated Program Review Reports

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
X		e.	Fiscal audit of flow-through funds used for inservice
X		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
X		c.	Collecting personnel change data
	X	d.	Collecting child change data
X		e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Carol Ehy, Coordinator, Personnel Development and Program Review
Division of Special Education
Department of Public Instruction
Indianapolis, Indiana 46204

1. As a model of how to directly involve the LEAs in the planning and implementation process and how to conduct a meaningful needs assessment which addresses local needs rather than a compilation of state needs on which to base local activities. A model of technical assistance for planning and implementation. A model for developing a resource and evaluation bank.

SURVEY SUMMARY SHEET * IOWA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). ____ YES _X_ NO

2. The name of the COMMITTEE: ______________________________

3. The COMMITTEE first met: ______________ month ______________ year

4. The number of members currently on the COMMITTEE: ______________

5. The number of areas represented by members of the COMMITTEE: ______________

6. Selection of COMMITTEE membership is by: ______________________________

7. Criteria for selection of representatives: ______________________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ______________________________

12. COMMITTEE meetings are held: ______________________________

13. Average length of COMMITTEE meetings: ______________________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
	X	a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
		a.	Conducts a statewide systematic collection of data: x on-going (in a variety of areas-at various points of completion) ___ monthly ___ 2-3 times yearly ___ annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Regular teacher/administrator/support personnel
2. Temporarily approved (provisional) teachers
3. Teachers of Emotionally Disturbed, especially autism concerns
4. Secondary Special Education Teachers
5. Paraprofessionals

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas (most categories-not all)
	X	d. Attrition rate of special education personnel, by category (working on this)

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
X		c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
	X	b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
X		f. Other attitude follow-up surveys

26. Name and title of the Primary CSPD person in the SEA:

Douglas A. West, Consultant
Special Education Professional Development; Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

SURVEY SUMMARY SHEET * KANSAS

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). [✓ YES] NO

2. The name of the COMMITTEE: Comprehensive Personnel Planning for Exceptional Children in Kansas

3. The COMMITTEE first met: NO RESPONSE month year

4. The number of members currently on the COMMITTEE: 22

5. The number of areas represented by members of the COMMITTEE: 5

6. Selection of COMMITTEE membership is by: see footnote #1 last page

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
James E. Marshall, Director, Special Education Administration
Gerald M. Carder, Director, Fellowships and Scholarships in Special Education

9. The 1979-80 Chairperson of the COMMITTEE:
Dr. Paul McKnab, Professor of Special Education
Emporia State University
1200 Commercial
Emporia, Kansas 66801

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: Every 3-4 months with additional sub-committee meetings

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
	X	a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
		d.	Reimbursement of COMMITTEE members for their participation (see footnote #2)
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states (see footnote #3)
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: _x_ on-going ___ monthly ___ 2-3 times yearly ___ annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Inservice: 1) General Education Teachers; 2) Physical Educators; 3) General Education Administrators; 4) Volunteers; 5) Special Education Teachers
Additional Staff: 1) Teachers of gifted; 2) Teachers of Emotionally Disturbed; 3) Speech/Language Clinicians; 4) Teachers of Learning Disabilities; 5) Teachers of Early Childhood Handicapped

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
	X	a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include: KANSAS

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
	X	b.	Site visits
	X	c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
X		f.	Other Evaluation at this point is minimal and needs to be worked on in this and future years.

26. Name and title of the Primary CSPD person in the SEA:

Gerald M. Carder, Director
Fellowships & Scholarships in Special Education
Kansas State Department of Education
Topeka, Kansas 66612

1. The committee is composed of two representatives from each of the following organizations or groups (one vote per organization or group). The representatives to the committee are appointed by their respective peers: Kansas State Department of Education, University of Kansas, Kansas State University, Emporia State University, Fort Hays State University, Pittsburg State University, Wichita State University, private colleges, Kansas National Education Association parent groups, local directors of Special Education - large and small districts.

2. The SEA does not have a budget for the committee. Reimbursement of members would be through their respective organizations. The SEA does allow state per diem and mileage reimbursement for its representatives that attend the various meetings.

3. The data management system has a great potential for use in other states or regions. To be effective, there must be a commitment of all parties involved prior to the initiation of this system.

SURVEY SUMMARY SHEET * KENTUCKY

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Committee for the Comprehensive System of Personnel Development.

3. The COMMITTEE first met: October month 1978 year

4. The number of members currently on the COMMITTEE: 34

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: appointment by State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations, and volunteer basis

8. The State Education Agency representative(s) on the COMMITTEE:

Denise Bryant, Director, Unit of Staff Development
Dr. Don Hunter, Assistant Superintendent, Bureau of Instruction
Donnalie Stratton, Director, Special Vocational Education Programs Unit

9. The 1979-80 Chairperson of the COMMITTEE:

Marvin Holmes, Chairperson
Department of Special Education
University of Louisville
Louisville, Kentucky 40208

10. The 1980-81 Chairperson of the COMMITTEE:

to be determined 10/80

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states (see footnote #1, last page)
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ___ monthly ___ 2-3 times yearly ___ annually ___ other
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Regular Educators
2. Special Educators
3. Administrators

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
X		e. Other 3 year projections on number of graduates by category
		With regard to LEAs, the following information is available to the SEA:
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
	X	b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Denise Bryant, Director
Unit of Staff Development
Kentucky Department of Education
Frankfort, Kentucky 40601

1. Dissemination/Adoption component provides for systematic exchange of information among all levels and validation process for innovative programs/practices provides for identification, evaluation and validation.

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). ____YES _X_NO

The Louisiana Division of Special Education has been working with a series of committees rather than a single committee. Recently the Division proposed a revision in the certification requirements for special education personnel. Approximately 200 persons including university personnel, LEA supervisors, special education teachers, and parents worked to develop the new certification model. There is a working committee of deans of education and another of university special education personnel who are actively working with the Division of Special Education in regard to the preservice and inservice components of the CSPD.

Louisiana is divided into 8 planning districts. In each of these districts the Division of Special Education has a field-based regional coordinator who works directly with the locals and serves as a liaison between the LEA and the Division of Special Education. These individuals assist in determining inservice needs and in establishing personnel needs. They will be used in the identification of exemplary educational practices and programs for replication. They serve as a major vehicle for dissemination of information.

Prior to this time, Louisiana has had a Learning Resources System which consisted of 10 Learning Resources Centers in the state. The directors of these centers have assumed responsibility for the awareness level inservice training of the regular teachers and the evaluation and demonstration of instructional materials to special education teachers. At the present time, the responsibility for 5 of these centers has been assumed locally with only 5 of the centers remaining under the Division of Special Education.

It is envisioned that the existing committees of deans of education, university special education personnel, special education teachers, and LEA supervisors will continue to function. Additional ad hoc committees of regular teachers and parents (who were represented on the certification committees) will be formed. A CSPD steering committee will be formed with 1 or possibly 2 representatives from the above committees.

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __x__ annually ____ other ________
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other Annual School Reports

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

School Principals; Regular Teachers; School Psychologists; Parents; Special Education Teachers

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
	X	e. Updating professional skills
X		f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
X		m. Other state funding of inservice credit, demands of unions

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
X		d. Collecting child change data
X		e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Sister Mary Jeanne Girshefski
Section Chief, Special Projects
Louisiana State Department of Education
Division of Special Education
Baton Rouge, Louisiana 70804

SURVEY SUMMARY SHEET * MAINE

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: CSPD Committee

3. The COMMITTEE first met: November month 1978 year

4. The number of members currently on the COMMITTEE: 7 (in process of expanding the committee)

5. The number of areas represented by members of the COMMITTEE: 8

6. Selection of COMMITTEE membership is by: Representatives sought through key groups in state and appointed by them

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations and persons involved in support inservice we have provided and knowledgeable about staff development

8. The State Education Agency representative(s) on the COMMITTEE:
Margaret Arbuckle, Coordinator, CSPD

9. The 1979-80 Chairperson of the COMMITTEE:
Libby Cohen, Assistant Professor
University of Southern Maine
Gorham, Maine 04038

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: appointment

12. COMMITTEE meetings are held: once monthly

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data:
			___ on-going
			___ monthly
			___ 2-3 times yearly
			x annually
			___ other
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other random sample; A representative task force on Needs Assessment as part of CSPD

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular Teachers, Principals, Resource Program Teachers, P.E.T. (Pupil Evaluation Teams), Special Education-Vocational Education Teachers

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
	X	b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
	X	a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
X		b.	Released Time
	X	c.	College credit
X		d.	Certification
X		e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
X		j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			X
Released Time	X		
Payment for Participation		X	

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
	X	b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
	X	e. Dissemination of documents and publications
	X	f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
	X	b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Margaret Arbuckle, Coordinator CSPD
Maine Department of Education
Division of Special Education
Augusta, Maine 04333

SURVEY SUMMARY SHEET * MARYLAND

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _X_ YES ___ NO

2. The name of the COMMITTEE: Special Education State Advisory Committee

3. The COMMITTEE first met: July month 1977 year
this year - has been ongoing for last 3 years

4. The number of members currently on the COMMITTEE: 17

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations and representation of specific consumers

8. The State Education Agency representative(s) on the COMMITTEE:
Mrs. Martha Irvin, Assistant State Superintendent/Special Education
Mr. Richard Steinke, State Director
Ms. Carol Ann Baglin, Interagency Specialist

9. The 1979-80 Chairperson of the COMMITTEE:
Dr. Phillip J. Burke, Chairman, Department of Special Education
Division of Human and Community Resources
University of Maryland
College Park, Maryland 20742

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every several (5-11) weeks

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
	X	e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees - Not at this time
	X	g.	Utilization of Task Force - Not at this time

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
X		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ___ on-going ___ monthly ___ 2-3 times yearly x annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs (will be getting soon
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Early childhood specialists, vocational education teachers, low incidence teachers, regular teachers, and special educators

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
	X	b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
X		j.	Public recognition of participation
	X	k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS	ALLOWS
Substitute Teacher				X
Released Time				X
Payment for Participation				X

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other ______

26. Name and title of the Primary CSPD person in the SEA:

Richard Mainzer, Staff Specialist
Division of Special Education
State Department of Education
P. O. Box 8717
Baltimore, Maryland 21240

SURVEY SUMMARY SHEET * MASSACHUSETTS

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: CSPD Advisory Group (see footnote #1, last page)

3. The COMMITTEE first met: September month 1979 year

4. The number of members currently on the COMMITTEE: 9

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: the CSPD Council seeks volunteers from its membership

7. Criteria for selection of representatives: volunteer basis

8. The State Education Agency representative(s) on the COMMITTEE:
Gerry Ryan, CSPD Coordinator
Priscilla McPhee, Statewide Inservice Training Coordinator
Cynthia Gilles, Manpower Project Director

9. The 1979-80 Chairperson of the COMMITTEE:
Ed Bacherman, Representative
Massachusetts Association of School Committees
73 Tremont Street
Boston, Massachusetts 01208

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: once monthly, sometimes more often

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
	X	d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities (oversight only)
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities (this is planned for FY 80-81)

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: _x_ on-going ___ monthly ___ 2-3 times yearly _x_ annually ___ other ________
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other Due process findings

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Target groups identified by topic areas; differs depending on topic.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
X		e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
	X	h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
X		j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X	X	
Released Time	X		
Payment for Participation	X	X	

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
	X	c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
X		f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
X		i.	Other annual solicitation, much "PR"

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
X		h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
X		e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Gerry Ryan, CSPD Coordinator
Massachusetts Department of Education
Boston, Massachusetts 02116

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1. Sub-group of CSPD Council-large participatory planning group of approximately 50 which meets 3 times per year - formerly the Manpower Project Policy Advisory Board.

SURVEY SUMMARY SHEET * MICHIGAN

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: Special Education Personnel Development Advisory Committee (SEPDAC)

3. The COMMITTEE first met: November month 1977 year

4. The number of members currently on the COMMITTEE: 41 (approximately)

5. The number of areas represented by members of the COMMITTEE: 11

6. Selection of COMMITTEE membership is by: the Director of Special Education Services Area with selection by the current president of the agency or organization

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Theodore Beck, Supervisor
Katherine C. Bergin, Education Specialist
Paula Brictson, Director, Office of Professional Development

9. The 1979-80 Chairperson of the COMMITTEE:
Janet A. Wessel, Professor and Director
Field Service Unit in Physical Education and Recreation for the Handicapped
134 IM-Circle, Michigan State University
East Lansing, Michigan 48824

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: Special Education Personnel Development Advisory Committee meets annually. Meetings every several (5-11) weeks of SEPDAC's Steering Committee for Planning (SCP)

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO	
X		a. Primary CSPD person also has VI-D coordination responsibilities
	X	b. SEA requires LEA designation of percent of VI-B monies for Inservice Training
X		c. SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d. State CSPD effort could serve as a model, in part or in whole, for other states
X		e. SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO	
X		a. A CSPD committee
	X	b. Advisory committees other than a State CSPD committee
X		c. The State's Advisory Committee on Public Law 94-142
X		d. Public hearings
X		e. Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f. Surveys or questionnaires
X		g. Meetings, conferences or seminars designed to elicit input on CSPD
X		h. Information provided through existing dissemination systems
	X	i. Other ____________

17. Needs Assessment activities include the following:

YES	NO	
X		a. Conducts a statewide systematic collection of data: x on-going ___ monthly ___ 2-3 times yearly x annually ___ other ____________
	X	b. Personnel projections from LEA applications for Public Law 94-142
X		c. Routine LEA personnel reports
X		d. Analysis of child-find and census data to determine changing student needs
X		e. Findings from compliance monitoring of LEAs
X		f. Surveys to determine LEA priority personnel needs
X		g. Data on numbers and/or qualifications of graduates of personnel training programs
X		h. Study of competencies required of personnel to implement Public Law 94-142
	X	i. Computerized forms for collection of information
X		j. Computerized analysis of data
X		k. Standarized questionnaires
	X	l. Informal questionnaires
	X	m. Telephone surveys
	X	n. Review of LEA Compliance Reports
	X	o. Other ____________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. General education instructional personnel; 2. Special education instructional personnel and related/ancillary service personnel; 3. General education administrative personnel; 4. Special education administrative personnel; 5. Support personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
X		j. Public recognition of participation
	X	k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	N/A	Question not	applicable as
Released Time	N/A	designed, SEA	encourages
Payment for Participation	N/A	these incent	ives.

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
X		e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other Dissemination through Statewide Communication and Dissemination System (SCADS)

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
X		d. Collecting child change data
	X	e. Third party data
	X	f. Other ________

26. Name and title of the Primary CSPD person in the SEA:

Full-time CSPD person to be filled Fall 1980
Thomas Beck, Supervisor, Development and Training Programming
Special Education Services Area, Michigan Department of Education
Box 30008
Lansing, Michigan 48902

SURVEY SUMMARY SHEET * MINNESOTA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: SEPDC - Special Education Personnel Development Committee

3. The COMMITTEE first met: No Response month ________ year

4. The number of members currently on the COMMITTEE: 16

5. The number of areas represented by members of the COMMITTEE: 3

6. Selection of COMMITTEE membership is by: by-laws

7. Criteria for selection of representatives: IHEs submitting Part D grants

8. The State Education Agency representative(s) on the COMMITTEE:
Norma Tedder, Personnel Development Coordinator

9. The 1979-80 Chairperson of the COMMITTEE:
Dennis Becchetti, Special Education Regional Coordinator
139 East 1st Avenue
St. Paul, Minnesota

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD Planned for FY
X		h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other BEH compliance reports, observations, SEA initiated Needs Assessment administered at training events

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Everyone but LD, ED teachers come first

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
	X	c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
?		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
?		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Norma Tedder, Coordinator for Personnel Development
Minnesota Department of Education
550 Cedar Street
St. Paul, Minnesota 55101

SURVEY SUMMARY SHEET * MISSISSIPPI

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Mississippi Manpower Committee for Exceptional Citizens

3. The COMMITTEE first met: March month 1976 year

4. The number of members currently on the COMMITTEE: 37

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education based on recommendations of steering committee.

7. Criteria for selection of representatives: officially designated representative of agencies or organizations and organizations vary from year to year in order for all to be represented over a period of time

8. The State Education Agency representative(s) on the COMMITTEE:

Myrtle Glatzer, Coordinator DP/PD
Dr. Lou Anderson, Consultant, Part D
Kermit Davis, Consultant, Physical Education
Doyle Tennyson, Vocational Rehabilitation

9. The 1979-80 Chairperson of the COMMITTEE:

Dr. Larry Tyler
Special Education Department
University of Mississippi
University, Mississippi 38677

10. The 1980-81 Chairperson of the COMMITTEE:

same as above

11. Selection of COMMITTEE Chairperson is by: appointment by State Department of Education

12. COMMITTEE meetings are held: every 5-6 months

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
	X	a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ____________________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __x__ annually ____ other ____________________
	X	b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other ____________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Parents, regular teachers, administrators, special education teachers, and support personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
	X	b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
X		m. Other re-certification

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
	X	b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
X		e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Dr. Lou Anderson, Consultant, Part D
Mississippi Department of Education
P. O. Box 771
Jackson, Mississippi 39205

SURVEY SUMMARY SHEET * MISSOURI

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Advisory Council for Special Education Personnel Development and Inservice Education

3. The COMMITTEE first met: April month 1978 year

4. The number of members currently on the COMMITTEE: 22

5. The number of areas represented by members of the COMMITTEE: 4

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: Representatives from teacher training institutions and Department of Elementary and Secondary Education receiving funds from EHA, Part D.

8. The State Education Agency representative(s) on the COMMITTEE:
Dr. Leonard Hall, Assistant Commissioner of Special Education
Dr. Roland Werner, Director of Special Education
Ms. Delores John, Supervisor of Federal Programs

9. The 1979-80 Chairperson of the COMMITTEE:
Delores John, Supervisor of Federal Programs
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65102

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: Appointment by Assistant Commissioner of Special Education

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

	YES	NO		
N/A			a.	Primary CSPD person also has VI-D coordination responsibilities
		X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
		X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
		X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
		X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: _x_ on-going ___ monthly ___ 2-3 times yearly ___ annually ___ other ______
	X	b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other Request for personnel development needs disseminated to all state schools and agencies providing direct special education services to handicapped children and youth.

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Assessment team members, regular teachers, special teachers, parents and administrators

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other ________

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
	X	b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
	X	g.	Payment for Participation
X		h.	Reimbursement of expenses
X		i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other ________

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	this is allowed		
Released Time	this is allowed		
Payment for Participation			not allowed

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
X		e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other ________

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
X		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
X		c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Delores John, Supervisor of Federal Programs
Missouri Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65102

SURVEY SUMMARY SHEET * NEBRASKA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Comprehensive System of Personnel Development Ad Hoc Committee

3. The COMMITTEE first met: No Response month ____ year

4. The number of members currently on the COMMITTEE: ____

5. The number of areas represented by members of the COMMITTEE: ____

6. Selection of COMMITTEE membership is by: ____

7. Criteria for selection of representatives: ____

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____

12. COMMITTEE meetings are held: ____

13. Average length of COMMITTEE meetings: ____

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
☐	☐	a. Document delineating COMMITTEE purposes and operating gudelines
☐	☐	b. Formal agenda developed for COMMITTEE meetings
☐	☐	c. Rules governing COMMITTEE attendance and participation
☐	☐	d. Reimbursement of COMMITTEE members for their participation
☐	☐	e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
☐	☐	f. Utilization of Subcommittees
☐	☐	g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states (see footnote #1, last page)
	X	e.	SEA publishes Newsletter of CSPD activities (not yet)

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD (to be used this year)
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
X		i.	Other SEA staff during school visitations

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly x annually x other as needed
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other The SEA also does a content of inservice program needs assessment

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

These are not listed by priority: Administrators, Regular Education Personnel, Special Education Personnel.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
	X	e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
X		e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
X		e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
X		c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
	X	f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
	X	b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
X		f.	Other Third party data will assist in collection in some of above data.

26. Name and title of the Primary CSPD person in the SEA:

Mary Ann Losh, Supervisor
Personnel Development
301 Centennial Mall South
State Department of Education
Lincoln, Nebraska 68509

1. Nebraska could be used as a model to show how CSPD can be implemented. Nebraska's experiences appear to have been very similar to other states and our activities in reorganizing CSPD planning and implementation might be helpful.

SURVEY SUMMARY SHEET * NEVADA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES NO

2. The name of the COMMITTEE: State Special Education Advisory Committee

3. The COMMITTEE first met: month year

4. The number of members currently on the COMMITTEE: 11

5. The number of areas represented by members of the COMMITTEE: 6

6. Selection of COMMITTEE membership is by: appointment by State Board of Education

7. Criteria for selection of representatives: geographic considerations, P.L. 94-142 requirements for advisory committee representation plus university personnel

8. The State Education Agency representative(s) on the COMMITTEE:
Frank South, Chairman of Exceptional Pupil Education
and other staff as needed

9. The 1979-80 Chairperson of the COMMITTEE:
Mr. Paul Billings
Director of Federal Projects and Research of Elko County School District
P. O. Box 1012
Elko, Nevada 89801

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO	
X		a. Primary CSPD person also has VI-D coordination responsibilities
	X	b. SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c. SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d. State CSPD effort could serve as a model, in part or in whole, for other states (Not yet but we are working on one that could be in about a year.)
	X	e. SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO	
X		a. A CSPD committee
X		b. Advisory committees other than a State CSPD committee
X		c. The State's Advisory Committee on Public Law 94-142
	X	d. Public hearings
	X	e. Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f. Surveys or questionnaires
X		g. Meetings, conferences or seminars designed to elicit input on CSPD
	X	h. Information provided through existing dissemination systems
	X	i. Other

17. Needs Assessment activities include the following:

YES	NO	
X		a. Conducts a statewide systematic collection of data: _x_ on-going ___ monthly ___ 2-3 times yearly _x_ annually ___ other
X		b. Personnel projections from LEA applications for Public Law 94-142
	X	c. Routine LEA personnel reports
X		d. Analysis of child-find and census data to determine changing student needs
X		e. Findings from compliance monitoring of LEAs
X		f. Surveys to determine LEA priority personnel needs
	X	g. Data on numbers and/or qualifications of graduates of personnel training programs
	X	h. Study of competencies required of personnel to implement Public Law 94-142
	X	i. Computerized forms for collection of information
X		j. Computerized analysis of data
X		k. Standarized questionnaires
X		l. Informal questionnaires
	X	m. Telephone surveys
X		n. Review of LEA Compliance Reports
	X	o. Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other ______

With regard to LEAs, the following information is available to the SEA:

X		a.	Number of approved programs, by category
	X	b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
X		k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Dr. Lowell Masters
Southern Nevada Office
Nevada Department of Education
State Mail Room
Las Vegas, Nevada 89158

SURVEY SUMMARY SHEET * NEW HAMPSHIRE

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: CSPD Advisory Committee

3. The COMMITTEE first met: September month 1978 year

4. The number of members currently on the COMMITTEE: 21 (approximately)

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: appointment by State Director of Special Education after nomination by COMMITTEE Chairperson

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:

Mary V. Osgood, Consultant, Special Education
George Lewis, Director, Staff Development and Certification Office
Gary Barker, Consultant, Staff Development

9. The 1979-80 Chairperson of the COMMITTEE:

Mary V. Osgood, Consultant
105 Loudon Road, Bldg. #4
Concord, New Hampshire 03301

10. The 1980-81 Chairperson of the COMMITTEE:

to be elected

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: three hours approximately

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
	X	d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
N/A		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going monthly 2-3 times yearly x annually x other Most important data source is from the New Hampshi Special Education Information System (SPEDIS). Child data and personnel information is easily retrieved and compared.
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Resource Room teachers whose roles are changing
2. Special Education Teachers/specialists - training in "Confidentiality"
3. Surrogate Parents
4. Special Education specialists/regular teachers in record keeping

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
X		d.	Employment status of special education graduates
	X	e.	Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, ~~by category~~ for children by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
X		d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
	X	e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
	X	h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

We encourage all three.

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
	X	b.	Conferences and meetings
	X	c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
X		f.	Regional networks
	X	g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
	X	f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Edward DeForrest, State Director
Special Education
New Hampshire State Department of Education
105 Loudon Road
Concord, New Hampshire 03301

SURVEY SUMMARY SHEET * NEW JERSEY

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: CSPD Council

3. The COMMITTEE first met: October month 1979 year

4. The number of members currently on the COMMITTEE: 22

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: appointment by State Director of Special Education and suggestions from Council members

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Ellen Schechter Maney, CSPD Coordinator
Fred Price, Director, Teacher Certification
Carol Swanson, Deputy Assistant Commissioner, Curriculum
and others

9. The 1979-80 Chairperson of the COMMITTEE:
Leonard Fitts, Director, Special Services
Camden City Public Schools
Camden, New Jersey 08101

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every several (5-11) weeks

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
	X	a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
	X	a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
not available		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______________________

17. Needs Assessment activities include the following:

YES	NO		
	X	a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ______________
		b.	Personnel projections from LEA applications for Public Law 94-142
		c.	Routine LEA personnel reports
		d.	Analysis of child-find and census data to determine changing student needs
		e.	Findings from compliance monitoring of LEAs
		f.	Surveys to determine LEA priority personnel needs
		g.	Data on numbers and/or qualifications of graduates of personnel training programs
		h.	Study of competencies required of personnel to implement Public Law 94-142
		i.	Computerized forms for collection of information
		j.	Computerized analysis of data
		k.	Standarized questionnaires
		l.	Informal questionnaires
		m.	Telephone surveys
		n.	Review of LEA Compliance Reports
		o.	Other ______________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
		a. Name and location of graduate, undergraduate and junior college training programs in special education
		b. Personnel preparation areas, by category
		c. Numbers of special education graduates each year, by category
		d. Employment status of special education graduates
		e. Other

With regard to LEAs, the following information is available to the SEA:

		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
X		i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
	X	b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
X		i. Other it has not really been very effective

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Ellen Schechter Maney
CSPD Coordinator
Department of Special Education
State Department of Education
Trenton, New Jersey 08625

SURVEY SUMMARY SHEET * NEW MEXICO

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). ____ YES __X__ NO

2. The name of the COMMITTEE: (The reader is reminded that the state of New Mexico does not participate under Public Law 94-142. However, New Mexico did respond to certain survey items.)

3. The COMMITTEE first met: ____________ month ____________ year

4. The number of members currently on the COMMITTEE: ____________

5. The number of areas represented by members of the COMMITTEE: ____________

6. Selection of COMMITTEE membership is by: ____________

7. Criteria for selection of representatives: ____________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________

12. COMMITTEE meetings are held: ____________

13. Average length of COMMITTEE meetings: ____________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities: NOT APPLICABLE

YES	NO	
		a. Primary CSPD person also has VI-D coordination responsibilities
		b. SEA requires LEA designation of percent of VI-B monies for Inservice Training
		c. SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
		d. State CSPD effort could serve as a model, in part or in whole, for other states
		e. SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO	
X		a. A CSPD committee in future
	X	b. Advisory committees other than a State CSPD committee
	X	c. The State's Advisory Committee on Public Law 94-142
X		d. Public hearings
X		e. Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f. Surveys or questionnaires
X		g. Meetings, conferences or seminars designed to elicit input on CSPD
X		h. Information provided through existing dissemination systems
	X	i. Other ______________________

17. Needs Assessment activities include the following:

YES	NO	
	X	a. Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ______________________
		b. Personnel projections from LEA applications for Public Law 94-142
		c. Routine LEA personnel reports
		d. Analysis of child-find and census data to determine changing student needs
		e. Findings from compliance monitoring of LEAs
		f. Surveys to determine LEA priority personnel needs
		g. Data on numbers and/or qualifications of graduates of personnel training programs
		h. Study of competencies required of personnel to implement Public Law 94-142
		i. Computerized forms for collection of information
		j. Computerized analysis of data
		k. Standarized questionnaires
		l. Informal questionnaires
		m. Telephone surveys
		n. Review of LEA Compliance Reports
		o. Other ______________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

____

____

____

____

19. With regard to IHEs, the following information is available to the SEA: No Response

YES	NO	
		a. Name and location of graduate, undergraduate and junior college training programs in special education
		b. Personnel preparation areas, by category
		c. Numbers of special education graduates each year, by category
		d. Employment status of special education graduates
		e. Other ______________________________

With regard to LEAs, the following information is available to the SEA:

YES	NO	
		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
X		b. Released Time
	X	c. College credit
X		d. Certification
	X	e. Updating professional skills
X		f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other ______________________________

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			
Released Time	Choices are not applicable		
Payment for Participation			

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other ______________________________

23. Methods utilized for monitoring LEA/CSPD implementation include: NOT APPLICABLE

YES	NO	
		a. Review of local district plans for Public Law 94-142
		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
		d. Application of criteria for LEA inservice
		e. Fiscal audit of flow-through funds used for inservice
		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include: NOT APPLICABLE

YES	NO	
		a. Provision of consultant services
		b. Site visits
		c. Information collection, analysis and dissemination
		d. Production of documents and publications
		e. Dissemination of documents and publications
		f. Conducting conferences, workshops and meetings
		g. Clearinghouse services
		h. Maintenance of technical assistance centers
		i. Other regional or local coordination

25. Evaluation methods used by the SEA include: NOT APPLICABLE

YES	NO	
		a. Matching personnel needs with available personnel
		b. Comparison of training needed by various target audiences with training actually provided
		c. Collecting personnel change data
		d. Collecting child change data
		e. Third party data
		f. Other

26. Name and title of the Primary CSPD person in the SEA:

Elie Gutierrez
Director of Special Education
Division of Special Education
State Department of Education
Santa Fe, New Mexico 87501

SURVEY SUMMARY SHEET *NEW YORK

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: It is in transition from a State Panel to a regional configuration reporting to SED.

3. The COMMITTEE first met: ____________ month 1977 year *

4. The number of members currently on the COMMITTEE: ____________

5. The number of areas represented by members of the COMMITTEE: ____________

6. Selection of COMMITTEE membership is by: ____________

7. Criteria for selection of representatives: ____________

8. The State Education Agency representative(s) on the COMMITTEE: ____________

9. The 1979-80 Chairperson of the COMMITTEE: ____________

10. The 1980-81 Chairperson of the COMMITTEE: ____________

11. Selection of COMMITTEE Chairperson is by: ____________

12. COMMITTEE meetings are held: ____________

13. Average length of COMMITTEE meetings: ____________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

*Committee was disolved in August 1980

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states in future
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data:
			___ on-going ___ monthly ___ 2-3 times yearly _X_ annually ___ other ________
	X	b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Decision Makers
2. Regular Education Teachers
3. Occupational Education Teachers
4. Preschool Personnel
5. Impartial Hearing Officers
6. Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
X		k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			
Released Time	Unable to respond since only negative		
Payment for Participation	choices are provided		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
	X	b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
X		f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
X		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
	X	a.	Provision of consultant services
X		b.	Site visits
	X	c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
X		h.	Maintenance of technical assistance centers
	X	i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
	X	c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other ______

26. Name and title of the Primary CSPD person in the SEA:

Lawrence C. Gloeckler
Chief, Bureau of Program Development
New York State Education Department
Albany, New York 12234

SURVEY SUMMARY SHEET * NORTH CAROLINA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: North Carolina Comprehensive System of Personnel Development

3. The COMMITTEE first met: July month 1976 year

4. The number of members currently on the COMMITTEE: 60+

5. The number of areas represented by members of the COMMITTEE: 6

6. Selection of COMMITTEE membership is by: appointment by State Director of Special Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations (for Advisory Planning Committee) and volunteer basis for the two annual statewide meetings

8. The State Education Agency representative(s) on the COMMITTEE:

Theodore R. Drain, Director
Fred Baars, Consultant
Lowell Harris, Assistant Director
and others

9. The 1979-80 Chairperson of the COMMITTEE:

Fred Baars, Consultant
State Department of Public Instruction
Raleigh, North Carolina 27611

10. The 1980-81 Chairperson of the COMMITTEE:

same as above

11. Selection of COMMITTEE Chairperson is by: appointment by Theodore R. Drain, Director, Division for Exceptional Children

12. COMMITTEE meetings are held: once monthly for 10 member advisory planning committee, every 5-6 months for total statewide 60+ members

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states (linkage with IHEs through the consortium and network linkage to LEAs through LEA CSPD)
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ___ monthly ___ 2-3 times yearly ___ annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Special Education Teachers on Provisional Certificate, Regular Educators, Administrators - Directors of Special Education Programs, Support Personnel - Psychologists, audiologists, Parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas - in process
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
X		m. Other Participant input in training design, location of training, and selection of instructors.

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS	OK
Substitute Teacher				X
Released Time				X
Payment for Participation				when not a work day

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Fred Baars, Consultant
State Department of Public Instruction
Raleigh, North Carolina 27611

SURVEY SUMMARY SHEET * NORTH DAKOTA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: North Dakota Title VI-B Manpower Advisory Committee

3. The COMMITTEE first met: No Response month ____ year

4. The number of members currently on the COMMITTEE: 27

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Gary Gronberg, Acting Director of Special Education
Shelby Niebergall, Coordinator of Special Education

9. The 1979-80 Chairperson of the COMMITTEE:
Ralph Charley, Director of Special Education
Souris Valley Special Education Unit
Minot, North Dakota 58701

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every several (5-11) weeks

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees (on occasion, when needed)
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
X		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states (too early to tell)
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
X		i.	Other professional organizations

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ___ monthly ___ 2-3 times yearly x annually ___ other
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
	X	e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other Surveys to teacher trainers in colleges and universities of regular elementary and secondary teachers

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular educators, special educators, regular education administrators, vocational educators, and related services personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
X		i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
X		d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Shelby J. Niebergall, Coordinator of Special Education
State Department of Public Instruction
Bismarck, North Dakota 58505

SURVEY SUMMARY SHEET * OHIO

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES NO

2. The name of the COMMITTEE: State Superintendents Advisory Council on Special Education

3. The COMMITTEE first met: predecessor began in late 1950's month year

4. The number of members currently on the COMMITTEE: 44

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: Appointment by State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations and 94-142 regulations for Advisory Council

8. The State Education Agency representative(s) on the COMMITTEE:
S. J. Bonham, Jr., Director, Division of Special Education
F. P. Gross, Assistant Director, Division of Special Education

9. The 1979-80 Chairperson of the COMMITTEE:
Dr. Richard Boyd, Superintendent
Lakewood City School
Lakewood, Ohio 44107

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: appointment by State Superintendent

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: one and one-half days

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO	
X		a. Primary CSPD person also has VI-D coordination responsibilities
	X	b. SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c. SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d. State CSPD effort could serve as a model, in part or in whole, for other states
X		e. SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO	
X		a. A CSPD committee
X		b. Advisory committees other than a State CSPD committee
X		c. The State's Advisory Committee on Public Law 94-142
X		d. Public hearings
	X	e. Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f. Surveys or questionnaires
X		g. Meetings, conferences or seminars designed to elicit input on CSPD
X		h. Information provided through existing dissemination systems
	X	i. Other ________________

17. Needs Assessment activities include the following:

YES	NO	
X		a. Conducts a statewide systematic collection of data:
		x on-going __ monthly __ 2-3 times yearly x annually x other SERRC State Survey and Dean's Task Force Survey (SERRC's must document for their own funding.
X		b. Personnel projections from LEA applications for Public Law 94-142
X		c. Routine LEA personnel reports
X		d. Analysis of child-find and census data to determine changing student needs
X		e. Findings from compliance monitoring of LEAs
X		f. Surveys to determine LEA priority personnel needs
X		g. Data on numbers and/or qualifications of graduates of personnel training programs
X		h. Study of competencies required of personnel to implement Public Law 94-142
	X	i. Computerized forms for collection of information
	X	j. Computerized analysis of data
X		k. Standarized questionnaires
X		l. Informal questionnaires
	X	m. Telephone surveys
	X	n. Review of LEA Compliance Reports
	X	o. Other ________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Higher education staff, parents, regular educators, school psychology, and OT/PT

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
X		e.	Other Needs analysis of areas where higher education faculty need training (due process and faculties of school administration, etc.)

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
X		c.	Personnel shortages, by geographic areas
X		d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:
(all the following are used in some areas of Ohio)

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
X		i.	Letters of commendation from administrators
X		j.	Public recognition of participation
X		k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other

21. SEA position on the following CSPD inservice incentives: (local decision as to what is used)

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
X		f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
X		h.	Loan service for media and materials
	X	i.	Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
X		d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

S. J. Bonham, Jr., Director
Division of Special Education
Ohio Department of Education
Worthington, Ohio 43085

SURVEY SUMMARY SHEET * OKLAHOMA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: State Advisory Panel for CSPD

3. The COMMITTEE first met: June month 1980 year

4. The number of members currently on the COMMITTEE: 9 (approximately)

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: Chairperson of the COMMITTEE

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations, personal interest, background, knowledge/experience.

8. The State Education Agency representative(s) on the COMMITTEE:
Keith Haley, CSPD Coordinator
Clyde Matthews, State Department Vocational Technical (Inservice Coordinator)
Mickey Campbell, EHA-B Coordinator (E)
and others

9. The 1979-80 Chairperson of the COMMITTEE:
Keith Haley, CSPD Coordinator
State Department of Education
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

10. The 1980-81 Chairperson of the COMMITTEE:
Same as above

11. Selection of COMMITTEE Chairperson is by: Appointment by Keith Haley

12. COMMITTEE meetings are held: Once monthly

13. Average length of COMMITTEE meetings: two (2) days minimum

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees (Being developed)
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training - under consideration
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
		d.	State CSPD effort could serve as a model, in part or in whole, for other states **See footnote #1, last page
	X	e.	SEA publishes Newsletter of CSPD activities - Monthly list of scheduled training (by region) across the state

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly X annually ____ other ______
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
	X	e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Groups requiring training are prioritized by district, by region, and as a final step a state-wide summary is developed.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
	X	c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
	X	d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
	X	b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Keith Haley, CSPD Coordinator
State Department of Education
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

1. By end of 1980-81 parts of CSPD, e.g. inservice training, will be working well enough to warrant a close look by states with structure similar to Oklahoma's.

SURVEY SUMMARY SHEET * OREGON

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Cooperative Personnel Development Council (CPPC)

3. The COMMITTEE first met: January month 1978 year

4. The number of members currently on the COMMITTEE: 13 (approximately)

5. The number of areas represented by members of the COMMITTEE: 4

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Bus Nance, Specialist, Personnel Development

9. The 1979-80 Chairperson of the COMMITTEE:
Patricia Lantz, Division Chairperson, Health, P.E., and Human Services
Clockamas Community College
19600 South Molalla Avenue
Oregon City, Oregon 97405

10. The 1980-81 Chairperson of the COMMITTEE:
Dr. Victor Baldwin, Director, Teaching Research
Oregon College of Education
Monmouth, Oregon 97361

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: Once monthly

13. Average length of COMMITTEE meetings: All day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ____

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly x annually ____ other ____
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ____

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular Teachers; Special Educators; Administrators; Surrogates; Hearing Officers

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
X		d.	Employment status of special education graduates
	X	e.	Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
X		l.	Recognition of professional growth noted in personnel file
	X	m.	Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS	ENCOURAGES
Substitute Teacher				X
Released Time				X
Payment for Participation				X

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
X		e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
	X	g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
X		d. Collecting child change data
X		e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Bus Nance, Specialist, Personnel Development
Oregon Department of Education
2500 Lancaster Drive, N.E.
Salem, Oregon 97310

SURVEY SUMMARY SHEET * PENNSYLVANIA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). ____YES _X_ NO , but please see question #2

2. The name of the COMMITTEE: Committee members currently being selected

3. The COMMITTEE first met: ____________month ____________year

4. The number of members currently on the COMMITTEE: ____________

5. The number of areas represented by members of the COMMITTEE: ____________

6. Selection of COMMITTEE membership is by: ____________

7. Criteria for selection of representatives: ____________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________

12. COMMITTEE meetings are held: ____________

13. Average length of COMMITTEE meetings: ____________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
		a.	Document delineating COMMITTEE purposes and operating gudelines
		b.	Formal agenda developed for COMMITTEE meetings
		c.	Rules governing COMMITTEE attendance and participation
		d.	Reimbursement of COMMITTEE members for their participation
		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f.	Utilization of Subcommittees
		g.	Utilization of Task Force

15. **SEA/CSPD Activities:**

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
X		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training **See footnote #1, last page**
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. **Participatory Planning is insured through the following:**

YES	NO		
X		a.	A CSPD committee - (planned FY1980)
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. **Needs Assessment activities include the following:**

YES	NO		
X		a.	Conducts a statewide systematic collection of data: (Both Needs Assessment and Manpower Projection survey) ___ on-going ___ monthly ___ 2-3 times yearly _x_ annually ___ other ______
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
	X	e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs - Extensive - see APP
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. **Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:**

1.Regular education instructional, administrative and paraprofessional personnel; 2.Vocational/industrial educators; 3.Special education instructional, administrative and paraprofessionals; 4.Related/support personnel; 5.Parents & surrogate parents; 6.Hearing Officers

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
X		e. Other IHEs are implementing "Competencies" for Regular educators which must be in the curriculum by 1981.

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS	
Substitute Teacher				
Released Time	Best ----------	----------	----------	Data based
Payment for Participation				

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
		a. Review of local district plans for Public Law 94-142
		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
		d. Application of criteria for LEA inservice
		e. Fiscal audit of flow-through funds used for inservice
		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

W. Lee Herron, Special Education Advisor
Pennsylvania Department of Education
Bureau of Special Education
333 Market Street, Box 911
Harrisburg, PA 17126

1. The LEA is required to allocate a minimum of 5% of its EHA-B funds or its equivalent to CSPD activities - CSPD-LEA plan submitted & approved c̄ LEA EHA-B application.

SURVEY SUMMARY SHEET * PUERTO RICO

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). ____ YES X NO

2. The name of the COMMITTEE: ____________________

3. The COMMITTEE first met: ____________ month ____________ year

4. The number of members currently on the COMMITTEE: ____________________

5. The number of areas represented by members of the COMMITTEE: ____________________

6. Selection of COMMITTEE membership is by: ____________________

7. Criteria for selection of representatives: ____________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________________

12. COMMITTEE meetings are held: ____________________

13. Average length of COMMITTEE meetings: ____________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training *(Puerto Rico has a centralized school system, monies do not flow directly to school district inservice)
N/A		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states - not at present
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ________________________________

17. Needs Assessment activities include the following:

YES	NO		
	X	a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ________________
		b.	Personnel projections from LEA applications for Public Law 94-142
		c.	Routine LEA personnel reports
		d.	Analysis of child-find and census data to determine changing student needs
		e.	Findings from compliance monitoring of LEAs
		f.	Surveys to determine LEA priority personnel needs
		g.	Data on numbers and/or qualifications of graduates of personnel training programs
		h.	Study of competencies required of personnel to implement Public Law 94-142
		i.	Computerized forms for collection of information
		j.	Computerized analysis of data
		k.	Standarized questionnaires
		l.	Informal questionnaires
		m.	Telephone surveys
		n.	Review of LEA Compliance Reports
		o.	Other ________________________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

____

____

____

____

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
		a. Name and location of graduate, undergraduate and junior college training programs in special education
		b. Personnel preparation areas, by category
		c. Numbers of special education graduates each year, by category
		d. Employment status of special education graduates
		e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
	X	b. Released Time
	X	c. College credit
X		d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
X		k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
X		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
	X	c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
	X	e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
X		i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
X		a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
X		c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Mrs. Lucila Tottes, Training Coordinator
State Department of Education
Hato Rey, Puerto Rico 00924

SURVEY SUMMARY SHEET * RHODE ISLAND

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Rhode Island Comprehensive System of Personnel Development Advisory Committee

3. The COMMITTEE first met: August month 1980 year

4. The number of members currently on the COMMITTEE: 25

5. The number of areas represented by members of the COMMITTEE: 11

6. Selection of COMMITTEE membership is by: appointed by State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: officially designated representative of agencies or organizations and various individuals

8. The State Education Agency representative(s) on the COMMITTEE:

Kenneth Fish, Program Development Unit Consultant
Joseph Gaudiosi, Special Education Unit Consultant
Catherine Garvey, Special Education Inservice Training Consultant
H. Wells French, Inservice/Implementation Training Unit Coordinator

9. The 1979-80 Chairperson of the COMMITTEE:

H. Wells French, Inservice/Implementation Coordinator
235 Promenade Street
Providence, Rhode Island 02908

10. The 1980-81 Chairperson of the COMMITTEE:

to be determined

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: once monthly

13. Average length of COMMITTEE meetings: 2-3 hour sessions

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
	X	a.	Document delineating COMMITTEE purposes and operating gudelines - in process
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation (to be developed)
	X	d.	Reimbursement of COMMITTEE members for their participation
	X	e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations (process to be determined)
	X	f.	Utilization of Subcommittees (in process)
	X	g.	Utilization of Task Force (reforming)

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states - due to reorganization
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
X		i.	Other communication with professional organizations

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly ____ annually __x__ other contracted needs assessment done annually but other needs information is on a continuing informal basis
	X	b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
X		o.	Other informal methods through existing dissemination system, contracted statewide Needs Assessment

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Cannot be prioritized due to instruments used and population surveyed: regular educators, special educators, parents, administrators and support personnel.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
X		e.	Other Certification listings / Through annual personnel questionnaires and reports from LEA

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category and through personnel questionnaire
X		b.	Personnel shortages, by category and reports from LEAs
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category – See other above.

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
	X	b.	Released Time
X		c.	College credit
X		d.	Certification
X		e.	Updating professional skills
X		f.	Salary-step credit
	X	g.	Payment for Participation
	X	h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
X		k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
X		m.	Other peer trainers-on site training-implementation assistance

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher		X	
Released Time	X		
Payment for Participation			X

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
	X	c.	Mailings, such as newsletters, bulletins, or other publications
X		d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
X		i.	Other through professional organization

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development (special education)

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
	X	b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
X		e. Third party data
X		f. Other effectiveness and impact data

26. Name and title of the Primary CSPD person in the SEA:

H. Wells French, Coordinator
Inservice Implementation Unit
Rhode Island Department of Education
Providence, Rhode Island 02908

SURVEY SUMMARY SHEET * SOUTH CAROLINA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: State Advisory Committee on Manpower and Personnel Preparation

3. The COMMITTEE first met: April month 1978 year

4. The number of members currently on the COMMITTEE: 23

5. The number of areas represented by members of the COMMITTEE: 9

6. Selection of COMMITTEE membership is by: appointment by State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations and positions held

8. The State Education Agency representative(s) on the COMMITTEE:
Robert S. Black, Director, Office of Programs for the Handicapped
Ms. Carolyn S. Boney, Chief Supervisor, Administrative Section

9. The 1979-80 Chairperson of the COMMITTEE:
Robert S. Black, Director
Office of Programs for the Handicapped
1429 Senate Street
Columbia, South Carolina 29201

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every 3-4 months

13. Average length of COMMITTEE meetings: half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ___ monthly ___ 2-3 times yearly ___ annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Teachers of the handicapped, general education teachers, administrators, support personnel, parents

19. With regard to IHEs, the following information is available to the SEA:.

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
X		c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other ________

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
X		d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
X		e.	Updating professional skills
	X	f.	Salary-step credit
X		g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other ________

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
X		c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
	X	g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other ________

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
X		d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

-Position Vacant-
Consultant, Personnel Preparation
State Department of Education
Columbia, South Carolina 29201

SURVEY SUMMARY SHEET * SOUTH DAKOTA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES __X__ NO

2. The name of the COMMITTEE: ____________________

3. The COMMITTEE first met: ____________month ____________year

4. The number of members currently on the COMMITTEE: ____________________

5. The number of areas represented by members of the COMMITTEE: ____________________

6. Selection of COMMITTEE membership is by: ____________________

7. Criteria for selection of representatives: ____________________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ____________________

12. COMMITTEE meetings are held: ____________________

13. Average length of COMMITTEE meetings: ____________________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
	X	a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
	X	d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ______________________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ______________________
	X	b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
	X	k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular Educators, Special Educators, Support Personnel (i.e., guidance counselors), parents, administrators

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
	X	b. Released Time
X		c. College credit
X		d. Certification (renewal)
	X	e. Updating professional skills
	X	f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
X		m. Other payment for replication

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
	X	a. Provision of consultant services
	X	b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other ____________

26. Name and title of the Primary CSPD person in the SEA:

Nancy Parker, Inservice Training Coordinator
Section for Special Education
South Dakota Department of Education
Pierre, South Dakota 57501

263

SURVEY SUMMARY SHEET * TENNESSEE

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Advisory Committee for CSPD

3. The COMMITTEE first met: August month 1979 year

4. The number of members currently on the COMMITTEE: 21

5. The number of areas represented by members of the COMMITTEE: 8

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, and type of position

8. The State Education Agency representative(s) on the COMMITTEE:
Margaret Pearson, Specialist Special Education
Marion Parr, Chief Administration
Joel Walton, Chief Curriculum

9. The 1979-80 Chairperson of the COMMITTEE:
Harold Perry, Director of Special Education
Memphis City Schools
Memphis, Tennessee 38103

10. The 1980-81 Chairperson of the COMMITTEE:
To be elected late 1980

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: Every 3-4 months

13. Average length of COMMITTEE meetings: 1 1/2 days

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
	X	a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states *BEING DEVELOPED
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: _x_ on-going ___ monthly ___ 2-3 times yearly ___ annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
	X	n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Parents; Regular teachers; Principals; Special Education Teachers, Language

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other ______

With regard to LEAs, the following information is available to the SEA:

YES	NO		
	X	a.	Number of approved programs, by category
	X	b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
	X	d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
X		a.	Substitute teachers
X		b.	Released Time
X		c.	College credit
	X	d.	Certification
	X	e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
X		h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
	X	m.	Other ______

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation			X

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
	X	a.	State, regional, or National dissemination projects
X		b.	Conferences and meetings
	X	c.	Mailings, such as newsletters, bulletins, or other publications
	X	d.	Information and referral services
	X	e.	Toll-free telephone number for questions or requests for information
	X	f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
	X	h.	Loan service for media and materials
	X	i.	Other ______

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Joel Walton, Chief of Curriculum Services
Education for the Handicapped
State Department of Education
103 Cordell Hull Building
Nashville, Tennessee 37219

SURVEY SUMMARY SHEET * TEXAS

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: Council for Personnel Preparation for the Handicapped in Texas (1974-76 -- Steering Committee for Initial Planning - SCIP)

3. The COMMITTEE first met: July month 1974 year

4. The number of members currently on the COMMITTEE: A minimum of 12; with 2 ex officio additional TEA members - 1980-81, 16 members

5. The number of areas represented by members of the COMMITTEE: 6 producers & 6 consumers minimum

6. Selection of COMMITTEE membership is by: Appointment by Associate Commissioner for Special Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations (current president of Texas Committee of Organizations for the Handicapped and one student), volunteer basis, one member from state agencies which have responsibilities for educating handicapped.

8. The State Education Agency representative(s) on the COMMITTEE:

Carol Lacey, Consultant, Special Education Developmental Services, EX OFFICIO
Dr. Edward Vodicka, Educational Program Director, Teacher Education Division, EX OFFICIO

9. The 1979-80 Chairperson of the COMMITTEE:

Dr. Jerry Hutton, Professor of Special Education, East Texas State University and Director, Federation of North Texas Area Universities
10830 North Central Expressway, Suite 342
Dallas, Texas 75231

10. The 1980-81 Chairperson of the COMMITTEE:

same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: once monthly, twelve days per year; during last year/this year Council meets every other month, on odd months provides Technical Assistance to REGI projects under sponsorship of Council.

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
X		a. Document delineating COMMITTEE purposes and operating gudelines
X		b. Formal agenda developed for COMMITTEE meetings
X		c. Rules governing COMMITTEE attendance and participation
X		d. Reimbursement of COMMITTEE members for their participation
X		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f. Utilization of Subcommittees
X		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: X on-going - from a variety of sources; We do not assess LEA personnel directly through instrument. ___ monthly ___ 2-3 times yearly X annually - personnel data X other Education Service Ctrs. do extensive needs assessement annually
	X	b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other We have personnel data collection model; source and attrition data collection plan

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Teachers of the Deaf; Seriously Emotionally Disturbed, Visually Handicapped, SPH, Regular Education Personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO		
X		a.	Name and location of graduate, undergraduate and junior college training programs in special education
X		b.	Personnel preparation areas, by category
	X	c.	Numbers of special education graduates each year, by category
	X	d.	Employment status of special education graduates
	X	e.	Other

With regard to LEAs, the following information is available to the SEA:

YES	NO		
X		a.	Number of approved programs, by category and sources of special education personnel by category
X		b.	Personnel shortages, by category
	X	c.	Personnel shortages, by geographic areas
X		d.	Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO		
	X	a.	Substitute teachers
X		b.	Released Time
	X	c.	College credit
	X	d.	Certification
	X	e.	Updating professional skills
	X	f.	Salary-step credit
	X	g.	Payment for Participation
	X	h.	Reimbursement of expenses
	X	i.	Letters of commendation from administrators
	X	j.	Public recognition of participation
	X	k.	Certificates of merit
	X	l.	Recognition of professional growth noted in personnel file
X		m.	Other Texas sets aside 5 days for inservice education. (see footnote #1, last page)

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	5 days funded by state funds		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO		
X		a.	State, regional, or National dissemination projects
		b.	Conferences and meetings
		c.	Mailings, such as newsletters, bulletins, or other publications
		d.	Information and referral services
		e.	Toll-free telephone number for questions or requests for information
		f.	Regional networks
X		g.	Inservice training to prepare personnel for adoption of effective innovative practices
		h.	Loan service for media and materials
X		i.	Other We use all of the above, depending upon the type of information or the complexity of the dissemination task. For example, we have a statewide network (trainer of trainers model) to implement the developmental curriculum for the hearing impaired)

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
	X	a. Review of local district plans for Public Law 94-142
X		b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
X		c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
	X	e. Dissemination of documents and publications
	X	f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination – Education Service Centers provide most direct technical assistance and consultant services.

25. Evaluation methods used by the SEA include:

YES	NO	
		a. Matching personnel needs with available personnel
		b. Comparison of training needed by various target audiences with training actually provided
		c. Collecting personnel change data
		d. Collecting child change data
		e. Third party data
X		f. Other See 2 below.

26. Name and title of the Primary CSPD person in the SEA:

Carolyn M. Lacey, Consultant
Special Education Developmental Services
Texas Education Agency
201 E. 11th, Austin, Texas 78701

1. Many of the incentives listed are used by LOCAL education agencies to insure participation by local staff.

2. As SEA monitors LEAs, monitoring teams address how the personnel development plan is linked to the needs assessment. They also look for a monitoring/evaluation component built into the local-level CSPD.

SURVEY SUMMARY SHEET * UTAH

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). x YES ____ NO

2. The name of the COMMITTEE: Council for Comprehensive System of Personnel Development for Handicapped

3. The COMMITTEE first met: August month 1980 year

4. The number of members currently on the COMMITTEE: 34

5. The number of areas represented by members of the COMMITTEE: 13

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: geographic considerations, officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
C.W. Freston, Specialist-LD
Elwood Pace, Director, Special Education
Kenton Reavis, Specialist-BH

9. The 1979-80 Chairperson of the COMMITTEE:
C. W. Freston, Specialist-LD, Special Education
Utah State Office of Education
250 E. 5th. Street
Salt Lake City, Utah 84111

10. The 1980-81 Chairperson of the COMMITTEE:
Kenton Reavis, Specialist-BH
Utah State Office of Education
250 E. 5th. Street
Salt Lake City, Utah 84111

11. Selection of COMMITTEE Chairperson is by: Appointed by State Superintendent of Instruction

12. COMMITTEE meetings are held: Every 3-4 months

13. Average length of COMMITTEE meetings: Half day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation
	X	d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states (see footnote #1, last page)
X		e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __X__ annually ____ other
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
	X	l.	Informal questionnaires
X		m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular teachers; Administrators (Principals); Speech therapists; Visually impaired; Physical therapy or O.T.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
	X	b. Released Time
X		c. College credit
	X	d. Certification
	X	e. Updating professional skills
	X	f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			X
Released Time		X	
Payment for Participation		X	

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
	X	c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
	X	c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
X		d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

C.W. Freston, Specialist-Learning Disabilities
Utah State Office of Education
Salt Lake City, Utah 84111

1. We do have a nice vehicle for communication and dissemination. Representatives of IHEs, LEAs and SEA meet monthly to discuss LEA needs.

SURVEY SUMMARY SHEET * VERMONT

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). x YES NO

2. The name of the COMMITTEE: Vermont Council for Personnel Development in Special Education

3. The COMMITTEE first met: No Response month year

4. The number of members currently on the COMMITTEE: 16

5. The number of areas represented by members of the COMMITTEE: 7

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Idora Tucker, Training Coordinator
(all other SEA Consultants are ex officio members of the council)

9. The 1979-80 Chairperson of the COMMITTEE:
Doug Walker, Former Division of Special Education Training Coordinator
Division of Special Education
Vermont Department of Education, State Office Building
Montpelier, Vermont 05602

10. The 1980-81 Chairperson of the COMMITTEE:
Idora Tucker, Training Coordinator
Division of Special Education
Vermont Department of Education, State Office Building
Montpelier, Vermont 05602

11. Selection of COMMITTEE Chairperson is by: Division Training Coordinator assumes that role

12. COMMITTEE meetings are held: Quarterly, unless otherwise needed

13. Average length of COMMITTEE meetings: All day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going LEA monitoring ___ monthly ___ 2-3 times yearly x annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

We identified priority groups for training, but did not "prioritize" the groups that were included.

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
		d. Employment status of special education graduates **partial
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
X		i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
	X	b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
	X	f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
	X	b.	Site visits
X		c.	Information collection, analysis and dissemination
X		d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
X		g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
X		i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
X		c.	Collecting personnel change data
	X	d.	Collecting child change data
	X	e.	Third party data
	X	f.	Other

26. Name and title of the Primary CSPD person in the SEA:

Idora Tucker, Training Coordinator
Vermont Department of Education
State Office Building
Montpelier, Vermont 05602

SURVEY SUMMARY SHEET * VIRGINIA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: State Advisory Committee - Sub-committee for Personnel Preparation (A separate committee will begin in late 1980)

3. The COMMITTEE first met: ____________ month 1972 year

4. The number of members currently on the COMMITTEE: ____________

5. The number of areas represented by members of the COMMITTEE: ____________

6. Selection of COMMITTEE membership is by: ____________

7. Criteria for selection of representatives: ____________

8. The State Education Agency representative(s) on the COMMITTEE: ____________

9. The 1979-80 Chairperson of the COMMITTEE: ____________

10. The 1980-81 Chairperson of the COMMITTEE: ____________

11. Selection of COMMITTEE Chairperson is by: ____________

12. COMMITTEE meetings are held: ____________

13. Average length of COMMITTEE meetings: ____________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
☐	☐	a. Document delineating COMMITTEE purposes and operating gudelines
☐	☐	b. Formal agenda developed for COMMITTEE meetings
☐	☐	c. Rules governing COMMITTEE attendance and participation
☐	☐	d. Reimbursement of COMMITTEE members for their participation
☐	☐	e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
☐	☐	f. Utilization of Subcommittees
☐	☐	g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
X		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states (not yet)
	X	e.	SEA publishes Newsletter of CSPD activities - not specifically devoted to CSPD; it includes a variety of areas areas)

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
	X	b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ________________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __x__ annually ____ other ________________
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
X		j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ________________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

General Education teachers; Administrators; Parents; Support personnel; Hearing officers; Surrogate parents

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training
X		programs in special education - (state approved)
		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other __________

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other __________

21. SEA position on the following CSPD inservice incentives: (approval as state funded inservice projects are approved)

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other __________

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
X		c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
	X	i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
	X	a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other ____________________

26. Name and title of the Primary CSPD person in the SEA:

Sara Irby, Assistant Supervisor, Personnel Preparation
Virginia Department of Education - Division of Special Education
Support Services
Richmond, Virginia 23216

SURVEY SUMMARY SHEET * WASHINGTON

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Special Education Training Advisory Group (SETAG)

3. The COMMITTEE first met: August month 1975 year

4. The number of members currently on the COMMITTEE: 11

5. The number of areas represented by members of the COMMITTEE: 5

6. Selection of COMMITTEE membership is by: Appointed by member state associations

7. Criteria for selection of representatives: officially designated representatives of 2 SEA divisions agencies or organizations; all others are appointed by member state associations (e.g. state deans' council, CEC,...)

8. The State Education Agency representative(s) on the COMMITTEE:
Niles Wusterbarth, Training Supervisor, Division Special Services
Alf Langland, Training Supervisor, Division Instructional & Professional Services

9. The 1979-80 Chairperson of the COMMITTEE:
Niles Wusterbarth, Training Supervisor, Division Special Services
State Department of Education
Office of the Superintendent of Public Instruction
Olympia, Washington 98504

10. The 1980-81 Chairperson of the COMMITTEE:
Same as above

11. Selection of COMMITTEE Chairperson is by: written into guidelines

12. COMMITTEE meetings are held: Every several (5-11) weeks

13. Average length of COMMITTEE meetings: All day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
X		c.	Rules governing COMMITTEE attendance and participation
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
	X	b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
X		d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ____

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __x__ annually ____ other ____
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
	X	d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
X		o.	Other SEA audit findings; SEA staff supervisors' input related to needs in their regions

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular education teachers; Regular education administrators (principals, superintendents, school boards); Special Education teachers; Parents; Assessment Personnel

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
	X	b. Personnel shortages, by category
	X	c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
X		i. Letters of commendation from administrators
X		j. Public recognition of participation
X		k. Certificates of merit
X		l. Recognition of professional growth noted in personnel file
		m. Other **Note: all determined by individual projects-no state policy

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher	X		
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
X		d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials
X		i. Other Such efforts are not yet exemplary

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
X		f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
X		b. Site visits
X		c. Information collection, analysis and dissemination
X		d. Production of documents and publications
X		e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
X		g. Clearinghouse services
X		h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
	X	d. Collecting child change data
X		e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Niles Wusterbarth, Training Supervisor, Division Special Services
State Department of Education
Office of the Superintendent of Public Instruction
Olympia, Washington 98504

SURVEY SUMMARY SHEET * WEST VIRGINIA

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). _____YES __X__NO

2. The name of the COMMITTEE: ______________________

3. The COMMITTEE first met: ______________month ______________year

4. The number of members currently on the COMMITTEE: ______________

5. The number of areas represented by members of the COMMITTEE: ______________

6. Selection of COMMITTEE membership is by: ______________

7. Criteria for selection of representatives: ______________

8. The State Education Agency representative(s) on the COMMITTEE:

9. The 1979-80 Chairperson of the COMMITTEE:

10. The 1980-81 Chairperson of the COMMITTEE:

11. Selection of COMMITTEE Chairperson is by: ______________

12. COMMITTEE meetings are held: ______________

13. Average length of COMMITTEE meetings: ______________

14. COMMITTEE Components/Documents/Procedures include:

YES	NO	
		a. Document delineating COMMITTEE purposes and operating gudelines
		b. Formal agenda developed for COMMITTEE meetings
		c. Rules governing COMMITTEE attendance and participation
		d. Reimbursement of COMMITTEE members for their participation
		e. Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
		f. Utilization of Subcommittees
		g. Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO	
X		a. Primary CSPD person also has VI-D coordination responsibilities
X		b. SEA requires LEA designation of percent of VI-B monies for Inservice Training
X		c. SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d. State CSPD effort could serve as a model, in part or in whole, for other states
	X	e. SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO	
		a. A CSPD committee
		b. Advisory committees other than a State CSPD committee
		c. The State's Advisory Committee on Public Law 94-142
		d. Public hearings
		e. Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
		f. Surveys or questionnaires
		g. Meetings, conferences or seminars designed to elicit input on CSPD
		h. Information provided through existing dissemination systems
X		i. Other CSPD Planning Committee which will evolve into a CSPD Structuring Committee - Implementation/Evaluation Committee

17. Needs Assessment activities include the following:

YES	NO	
	X	a. Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly ____ annually ____ other ________
		b. Personnel projections from LEA applications for Public Law 94-142
		c. Routine LEA personnel reports
		d. Analysis of child-find and census data to determine changing student needs
		e. Findings from compliance monitoring of LEAs
		f. Surveys to determine LEA priority personnel needs
		g. Data on numbers and/or qualifications of graduates of personnel training programs
		h. Study of competencies required of personnel to implement Public Law 94-142
		i. Computerized forms for collection of information
		j. Computerized analysis of data
		k. Standarized questionnaires
		l. Informal questionnaires
		m. Telephone surveys
		n. Review of LEA Compliance Reports
		o. Other ________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

____

____

____

____

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
		a. Name and location of graduate, undergraduate and junior college training programs in special education
		b. Personnel preparation areas, by category
		c. Numbers of special education graduates each year, by category
		d. Employment status of special education graduates
		e. Other ________________

With regard to LEAs, the following information is available to the SEA:

YES	NO	
		a. Number of approved programs, by category
		b. Personnel shortages, by category
		c. Personnel shortages, by geographic areas
		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
X		f. Salary-step credit
X		g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other ________________

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher		X	
Released Time	X		
Payment for Participation		X	

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
	X	f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other ________________

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d. Application of criteria for LEA inservice
	X	e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
X		a. Provision of consultant services
	X	b. Site visits
	X	c. Information collection, analysis and dissemination
	X	d. Production of documents and publications
	X	e. Dissemination of documents and publications
X		f. Conducting conferences, workshops and meetings
	X	g. Clearinghouse services
	X	h. Maintenance of technical assistance centers
X		i. Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
	X	b. Comparison of training needed by various target audiences with training actually provided
	X	c. Collecting personnel change data
	X	d. Collecting child change data
	X	e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Keith Smith, Director of Special Education
Administrative Services
West Virginia Department of Education
Charleston, West Virginia 25305

SURVEY SUMMARY SHEET * WISCONSIN

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ____ NO

2. The name of the COMMITTEE: Comprehensive Training Advisory Committee

3. The COMMITTEE first met: November month 1978 year

4. The number of members currently on the COMMITTEE: 37

5. The number of areas represented by members of the COMMITTEE: 10

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education upon recommendation from DHC-Comprehensive Training staff.

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:
Will Ashmore, Evaluation Specialist
Dorothy Placide, Comprehensive Training Coordinator
Nancy Holloway, Site Review Coordinator
and others

9. The 1979-80 Chairperson of the COMMITTEE:
John Kotek, Director of Special Education
CESA #13
908 W. Main Street
Waupun, Wisconsin 53963

10. The 1980-81 Chairperson of the COMMITTEE:
same as above

11. Selection of COMMITTEE Chairperson is by: COMMITTEE vote

12. COMMITTEE meetings are held: every several (8) weeks

13. Average length of COMMITTEE meetings: all day

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
	X	c.	Rules governing COMMITTEE attendance and participation – under consideration
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
X		f.	Utilization of Subcommittees
X		g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities
		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training **see footnote #1, last page
	X	c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states **see footnote #2, last page
	X	e.	SEA publishes Newsletter of CSPD activities (this is one of the recommendations, though of the dissemination sub-committee)

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
	X	c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
	X	e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
X		f.	Surveys or questionnaires
X		g.	Meetings, conferences or seminars designed to elicit input on CSPD
X		h.	Information provided through existing dissemination systems
	X	i.	Other ______

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: x on-going (depending on the method) ___ monthly ___ 2-3 times yearly x annually ___ other ______
X		b.	Personnel projections from LEA applications for Public Law 94-142
X		c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
	X	f.	Surveys to determine LEA priority personnel needs
X		g.	Data on numbers and/or qualifications of graduates of personnel training programs
	X	h.	Study of competencies required of personnel to implement Public Law 94-142
X		i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
	X	k.	Standarized questionnaires
X		l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ______

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

Regular Education Teacher, Special Education Teachers, Parents, Support Staff, School Board Members

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
X		d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
X		b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
	X	d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
	X	a. Substitute teachers
	X	b. Released Time
		c. College credit
		d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
X		i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

**C&D are future considerations

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher		X	
Released Time	X		
Payment for Participation	X		

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
X		a. State, regional, or National dissemination projects
X		b. Conferences and meetings
X		c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
X		e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
	X	g. Inservice training to prepare personnel for adoption of effective innovative practices
X		h. Loan service for media and materials (SEIMC)
		i. Other Special Education Instructional and Materials Centers (SEIMC) are very effective in sharing resource information

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO	
X		a. Review of local district plans for Public Law 94-142
	X	b. Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c. Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
	X	d. Application of criteria for LEA inservice
X		e. Fiscal audit of flow-through funds used for inservice
	X	f. On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO	
		a. Provision of consultant services
		b. Site visits
		c. Information collection, analysis and dissemination
		d. Production of documents and publications
		e. Dissemination of documents and publications
		f. Conducting conferences, workshops and meetings
		g. Clearinghouse services
		h. Maintenance of technical assistance centers
		i. Other regional or local coordination

**Great emphasis this year being placed on local inservice activities by SEA. Items A, C, D, E, F, H, & I will be considered/incorporated into this organized effort.

25. Evaluation methods used by the SEA include:

YES	NO	
X		a. Matching personnel needs with available personnel
X		b. Comparison of training needed by various target audiences with training actually provided
X		c. Collecting personnel change data
X		d. Collecting child change data
X		e. Third party data
	X	f. Other

26. Name and title of the Primary CSPD person in the SEA:

Dorothy Placide, Comprehensive Training Coordinator
Division for Handicapped Children
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

1. No -- SEA
   Yes -- Comprehensive Training Committee has recommended that 10% of total P.L. 94-142 budget be allocated for inservice activities.

2. Plans for next year, though, indicate that an organized, concerted comprehensive effort at the state and local level may provide a model for other states.

SURVEY SUMMARY SHEET * WYOMING

1. State Education Agency currently has an advisory committee on CSPD (hereafter referred to as COMMITTEE). X YES ___ NO

2. The name of the COMMITTEE: Wyoming Council on a Comprehensive System of Personnel Development for Handicapped Children

3. The COMMITTEE first met: May month 1978 year

4. The number of members currently on the COMMITTEE: 18

5. The number of areas represented by members of the COMMITTEE: 9

6. Selection of COMMITTEE membership is by: State Commissioner (or State Superintendent) of Education

7. Criteria for selection of representatives: officially designated representative of agencies or organizations

8. The State Education Agency representative(s) on the COMMITTEE:

Beth Early, Curriculum Coordinator for the Handicapped
Jim Lendino, Planning and Evaluation Consultant

9. The 1979-80 Chairperson of the COMMITTEE:

Beth Early, Curriculum Coordinator for the Handicapped	Ken Welch
State Programs for Exceptional Children	Special Education
Wyoming State Department of Education	Instructor
Cheyenne, Wyoming 82002	Laramie, Wyoming 82071

10. The 1980-81 Chairperson of the COMMITTEE:

Same as above

11. Selection of COMMITTEE Chairperson is by: Appointment by Superintendent of Public Instruction

12. COMMITTEE meetings are held: Every 5-6 months

13. Average length of COMMITTEE meetings: 1 1/2 days to 2 days

14. COMMITTEE Components/Documents/Procedures include:

YES	NO		
X		a.	Document delineating COMMITTEE purposes and operating gudelines
X		b.	Formal agenda developed for COMMITTEE meetings
		c.	Rules governing COMMITTEE attendance and participation**not specifically, however membership on rotating basis.
X		d.	Reimbursement of COMMITTEE members for their participation
X		e.	Specified requirements, procedures, or steps for implementation of COMMITTEE recommendations
	X	f.	Utilization of Subcommittees
	X	g.	Utilization of Task Force

15. SEA/CSPD Activities:

YES	NO		
X		a.	Primary CSPD person also has VI-D coordination responsibilities - partial
X		b.	SEA requires LEA designation of percent of VI-B monies for Inservice Training
X		c.	SEA requires LEA designation of percent of VI-B monies for specific areas other than Inservice Training
	X	d.	State CSPD effort could serve as a model, in part or in whole, for other states
	X	e.	SEA publishes Newsletter of CSPD activities

16. Participatory Planning is insured through the following:

YES	NO		
X		a.	A CSPD committee
X		b.	Advisory committees other than a State CSPD committee
X		c.	The State's Advisory Committee on Public Law 94-142
X		d.	Public hearings
X		e.	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
	X	f.	Surveys or questionnaires
	X	g.	Meetings, conferences or seminars designed to elicit input on CSPD
	X	h.	Information provided through existing dissemination systems
	X	i.	Other ________

17. Needs Assessment activities include the following:

YES	NO		
X		a.	Conducts a statewide systematic collection of data: ____ on-going ____ monthly ____ 2-3 times yearly __x__ annually ____ other ________
X		b.	Personnel projections from LEA applications for Public Law 94-142
	X	c.	Routine LEA personnel reports
X		d.	Analysis of child-find and census data to determine changing student needs
X		e.	Findings from compliance monitoring of LEAs
X		f.	Surveys to determine LEA priority personnel needs
	X	g.	Data on numbers and/or qualifications of graduates of personnel training programs
X		h.	Study of competencies required of personnel to implement Public Law 94-142
	X	i.	Computerized forms for collection of information
	X	j.	Computerized analysis of data
X		k.	Standarized questionnaires
	X	l.	Informal questionnaires
	X	m.	Telephone surveys
X		n.	Review of LEA Compliance Reports
	X	o.	Other ________

18. Based on information from the last Needs Assessment, in order of priority, the following target groups were identified as needing training:

1. Educators of Severely Handicapped Children, 2. Regular educators, 3. Educational Assessment Personnel, 4. Related Services Personnel, 5. Teachers and aides for preschool handicapped children

19. With regard to IHEs, the following information is available to the SEA:

YES	NO	
X		a. Name and location of graduate, undergraduate and junior college training programs in special education
X		b. Personnel preparation areas, by category
X		c. Numbers of special education graduates each year, by category
	X	d. Employment status of special education graduates
	X	e. Other

With regard to LEAs, the following information is available to the SEA:

YES	NO	
X		a. Number of approved programs, by category
	X	b. Personnel shortages, by category
X		c. Personnel shortages, by geographic areas
X		d. Attrition rate of special education personnel, by category

20. Incentives used to insure participation in Inservice Training include the following:

YES	NO	
X		a. Substitute teachers
X		b. Released Time
X		c. College credit
X		d. Certification
X		e. Updating professional skills
	X	f. Salary-step credit
	X	g. Payment for Participation
X		h. Reimbursement of expenses
	X	i. Letters of commendation from administrators
	X	j. Public recognition of participation
	X	k. Certificates of merit
	X	l. Recognition of professional growth noted in personnel file
	X	m. Other

21. SEA position on the following CSPD inservice incentives:

INCENTIVE	NO OFFICIAL POSITION	DISCOURAGES	PROHIBITS
Substitute Teacher			
Released Time	No Response		
Payment for Participation			

22. Methods found to be effective for the dissemination of information regarding promising educational practices include:

YES	NO	
	X	a. State, regional, or National dissemination projects
X		b. Conferences and meetings
	X	c. Mailings, such as newsletters, bulletins, or other publications
	X	d. Information and referral services
	X	e. Toll-free telephone number for questions or requests for information
X		f. Regional networks
X		g. Inservice training to prepare personnel for adoption of effective innovative practices
	X	h. Loan service for media and materials
	X	i. Other

23. Methods utilized for monitoring LEA/CSPD implementation include:

YES	NO		
X		a.	Review of local district plans for Public Law 94-142
X		b.	Review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
X		c.	Training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
X		d.	Application of criteria for LEA inservice
	X	e.	Fiscal audit of flow-through funds used for inservice
X		f.	On-site monitoring of LEA staff development

24. Effective technical assistance methods used for the SEA include:

YES	NO		
X		a.	Provision of consultant services
X		b.	Site visits
	X	c.	Information collection, analysis and dissemination
	X	d.	Production of documents and publications
X		e.	Dissemination of documents and publications
X		f.	Conducting conferences, workshops and meetings
	X	g.	Clearinghouse services
	X	h.	Maintenance of technical assistance centers
X		i.	Other regional or local coordination

25. Evaluation methods used by the SEA include:

YES	NO		
	X	a.	Matching personnel needs with available personnel
X		b.	Comparison of training needed by various target audiences with training actually provided
X		c.	Collecting personnel change data
X		d.	Collecting child change data
X		e.	Third party data
	X	f.	Other ______

26. Name and title of the Primary CSPD person in the SEA:

Beth Early, Curriculum Coordinator for the Handicapped
State Programs for Exceptional Children
Wyoming State Department of Education
Cheyenne, Wyoming 82002

APPENDIX H

National Summary of Responses to the Survey of the Status of CSPD Activities in State Education Agencies

300

Appendix H

Survey Item Summary Sheets

Each of the items from the Survey of Status of CSPD Activities in State Education Agencies and the findings based on the respondents' comments and answers are summaried in this section. Responses are indicated in either numerical, percentage, or subjective forms depending on the type of information requested. Responses to open-ended questions are grouped in categories by similarity. Rather than present each response for these questions, sample comments are included to illustrate the type of responses received. This reduced the number of separate responses, thus making the summary more readable and clearer. Still, every effort was made to insure that this section presents an accurate representation of item responses.

NATIONAL SUMMARY OF RESPONSES TO THE SURVEY OF THE STATUS OF CSPD ACTIVITIES IN STATE EDUCATION AGENCIES

1. ITEM: Does your State Education Agency (SEA) currently have an advisory committee on CSPD?

FINDINGS: Thirty-nine of the 52 respondents (49) states, Washington, D.C., American Samoa and Puerto Rico reported that they currently have an advisory committee on CSPD.

ALABAMA:	No Committee
ALASKA:	Consortium Planning Committee
AMERICAN SAMOA:	No Committee
ARIZONA:	No Committee
ARKANSAS:	Arkansas Special Education Personnel Development Council
CALIFORNIA:	Personnel Development Committee Personnel Advisory Council (2 committees)
COLORADO:	Colorado Comprehensive Personnel Preparation Committee
CONNECTICUT:	Statewide Council on Personnel Development in Special Education
DELAWARE:	Task Force for Personnel Development
DISTRICT OF COLUMBIA:	No Committee
FLORIDA:	No Committee
GEORGIA:	CSPD Advisory Council
GUAM:	No Response
HAWAII:	Hawaii Committee for Planning and Personnel Preparation of the Handicapped
IDAHO:	Cooperative Manpower Planning Committee
ILLINOIS:	CSPD Task Force
INDIANA:	No Committee
IOWA:	No Committee
KANSAS:	Comprehensive Personnel Planning for Exceptional Children in Kansas
KENTUCKY:	Committee for the Comprehensive System of Personnel Development

LOUISIANA:	No Committee
MAINE:	CSPD Committee
MARYLAND:	Special Education State Advisory Committee
MASSACHUSETTS:	CSPD Advisory Group
MICHIGAN:	Special Education Personnel Development Advisory Committee
MINNESOTA:	Special Education Personnel Development Committee
MISSISSIPPI:	Mississippi Manpower Committee for Exceptional Citizens
MISSOURI:	Advisory Council for Special Education Personnel Development and Inservice Education
MONTANA:	No Response
NEBRASKA:	Comprehensive System of Personnel Development
NEVADA:	State Special Education Advisory Committee
NEW HAMPSHIRE:	CSPD Advisory Committee
NEW JERSEY:	CSPD Council
NEW MEXICO:	No Committee
NEW YORK:	Committee in Transition
NORTH CAROLINA:	North Carolina Comprehensive System of Personnel Development
NORTH DAKOTA:	North Dakota Title VI-B Manpower Advisory Committee
OHIO:	State Superintendents Advisory Council on Special Education
OKLAHOMA:	State Advisory Panel for CSPD
OREGON:	Cooperative Personnel Development Council
PENNSYLVANIA:	No Committee
PUERTO RICO:	No Committee
RHODE ISLAND:	Rhode Island Comprehensive System of Personnel Development Advisory Committee
SOUTH CAROLINA:	State Advisory Committee on Manpower and Personnel Preparation
SOUTH DAKOTA:	No Committee

TENNESSEE:	Advisory Committee for CSPD
TEXAS:	Council for Personnel Preparation for the Handicapped in Texas
TRUST TERRITORY:	No Response
UTAH:	Council for Comprehensive System of Personnel Development for Handicapped
VERMONT:	Vermont Council for Personnel Development in Special Education
VIRGINIA:	State Advisory Committee - Sub-committee for Personnel Preparation
VIRGIN ISLANDS:	No Response
WASHINGTON:	Special Education Training Advisory Group
WEST VIRGINIA:	No Committee
WISCONSIN:	Comprehensive Training Advisory Committee
WYOMING:	Wyoming Council for a Comprehensive System of Personnel Development for Handicapped Children

2. ITEM: Does your COMMITTEE have a document delineating its purposes and operating guidelines?

FINDINGS: Three-fourths of the COMMITTEES have a document delineating the COMMITTEE's purposes and/or operating guidelines.

3. ITEM: Who are the SEA representatives on your COMMITTEE?

FINDINGS: Ninety-two percent of the COMMITTEES have at least one representative on the COMMITTEE, while some states listed more than ten SEA representatives. The states not listing SEA COMMITTEE representation were in the early stages of COMMITTEE development and representation had not been decided.

4. ITEM: Who is the current (1979-80) and who will be the next (1980-81) Chairperson of the COMMITTEE?

FINDINGS: Twenty-one of the thirty-eight states which had committees had determined a chairperson. Thirteen of these chairpersons were SEA representatives, ten were college/

university representatives, while nine represented LEAs and other agencies. The chairpersons listed were:

	1979-80 Chairperson	1980-81 Chairperson
ALABAMA:	NO COMMITTEE	
ALASKA:	No response	
AMERICAN SAMOA:	NO COMMITTEE	
ARIZONA:	NO COMMITTEE	
ARKANSAS:	Dr. Lou Semrau Chairman, Special Education Arkansas State University St. University, Arkansas 72467	same as 1979-80
CALIFORNIA:	Dr. Anthony J. Lepire Assistant Professor San Francisco State University 29 Avenida Drive Berkeley, California 94708	not known yet
COLORADO:	Dr. Bruce R. Pierce Chairman Department of Communications Colorado State University Ft. Collins, Colorado 80523	same as 1979-80
CONNECTICUT:	Dr. Irving Newman Chairman, Special Education Southern Connecticut State College New Haven, Connecticut 06515	same as 1979-80
DELAWARE:	Dr. Connie Allen State Supervisor Exceptional Children/ Special Programs Division and Dr. Ed Dillon, State Supervisor Exceptional Children Department of Public Instruction Dover, Delaware 19901	same as 1979-80
DISTRICT OF COLUMBIA:	NO COMMITTEE	
FLORIDA:	NO COMMITTEE	
GEORGIA:	Dr. Arthur Bilyeu, Director Special Education Georgia Department of Education Atlanta, Georgia 30334	to be appointed

	1979-80 Chairperson	1980-81 Chairperson
HAWAII:	Mr. James H. Nohara Personnel Specialist III Office of Personnel Services Personnel Certification and Development Section 1390 Miller Street Honolulu, Hawaii 96813	same as 1979-80
IDAHO:	vacant	not yet determined
ILLINOIS:	Dr. Charlie McCormick Assistant Director Northwestern Illinois Assn. 145 Fisk Avenue DeKalb, Illinois 60115	same as 1979-80
INDIANA:	NO COMMITTEE	
IOWA:	NO COMMITTEE	
KANSAS:	Dr. Paul McKnab Professor of Special Education Emporia State University 1200 Commercial Emporia, Kansas 66801	same as 1979-80
KENTUCKY:	Dr. Marvin Holmes, Chairperson Department of Special Education University of Louisville Louisville, Kentucky 40208	to be determined 10/80
MAINE:	Dr. Libby Cohen Assistant Professor University of Southern Maine Gorham, Maine 04038	same as 1979-80
MARYLAND:	Dr. Philip J. Burke, Chairman Department of Special Education Division of Human and Community Resources University of Maryland College Park, Maryland 20742	same as 1979-80
MASSACHUSETTS:	Mr. Ed. Backerman Representative Massachusetts Association of School Committees 73 Tremont Street Boston, Massachusetts 01208	same as 1979-80
MICHIGAN:	Dr. Janet A. Wessel, Professor and Director Field Service Unit in Physical Education and Recreation for the Handicapped 134 IM-Circle, Michigan State University East Lansing, Michigan 48824	same as 1979-80

	1979-80 Chairperson	1980-81 Chairperson
MINNESOTA:	Mr. Dennis Becchetti Special Education Regional Coordinator 139 East 1st Avenue St. Paul, Minnesota	same as 1979-80
MISSISSIPPI:	Dr. Larry Tyler Special Education Department University of Mississippi University, Mississippi 38677	same as 1979-80
MISSOURI:	Ms. Delores John Supervisor of Federal Programs Department of Elementary and Secondary Education P. O. Box 480 Jefferson City, Missouri 65102	same as 1979-80
NEBRASKA:	NO COMMITTEE	
NEVADA:	Mr. Paul Billings Director of Federal Projects and Research of Elko County School District P. O. Box 1012 Elko, Nevada 89801	same as 1979-80
NEW HAMPSHIRE:	Ms. Mary V. Osgood, Consultant 105 Loudon Road, Bldg. #4 Concord, New Hampshire 03301	to be elected
NEW JERSEY:	Mr. Leonard Fitts, Director Special Services Camden City Public Schools Camden, New Jersey 08101	same as 1979-80
NORTH CAROLINA:	Mr. Fred Baars, Consultant State Department of Public Instruction Raleigh, North Carolina 27611	same as 1979-80
NORTH DAKOTA:	Mr. Ralph Charley Director of Special Education Souris Valley Special Education Unit Minot, North Dakota 58701	same as 1979-80
OHIO:	Dr. Richard Boyd, Superintendent Lakewood City Schools Lakewood, Ohio 44107	same as 1979-80
OKLAHOMA:	Mr. Keith Haley, CSPD Coordinator State Department of Education 2500 North Lincoln Oklahoma City, Oklahoma 73105	same as 1979-80

	1979-80 Chairperson	1980-81 Chairperson
OREGON:	Dr. Patricia Lantz Division Chairperson Health, P.E., and Human Services Clockamas Community College 19600 South Molalla Avenue Oregon City, Oregon 97405	Dr. Victor Baldwin Director Teaching Research Oregon College of Education Monmouth, Oregon 97361
PENNSYLVANIA:	NO COMMITTEE	
PUERTO RICO:	NO COMMITTEE	
RHODE ISLAND:	Mr. H. Wells French Inservice/Implementation Coordinator 235 Promenade Street Providence, Rhode Island 02908	to be determined
SOUTH CAROLINA:	Mr. Robert S. Black, Director Office of Programs for the Handicapped 1429 Senate Street Columbia, South Carolina 29201	same as 1979-80
SOUTH DAKOTA:	NO COMMITTEE	
TENNESSEE:	Mr. Harold Perry, Director of Special Education Memphis City Schools Memphis, Tennessee 38103	to be elected
TEXAS:	Dr. Jerry Hutton Professor of Special Education East Texas State University and Director, Federation of North Texas Area Universities 10830 North Central Expressway Suite 342 Dallas, Texas 75231	same as 1979-80
UTAH:	Dr. C. W. Freston Specialist-LD Special Education Utah State Office of Education 250 E. 5th Street Salt Lake City, Utah 84111	Mr. Kenton Reavis Specialist-BH Utah State Office of Education 250 E. 5th Street Salt Lake City, Utah 84111
VERMONT:	Dr. Doug Walker Former Division of Special Education Training Coordinator Division of Special Education Vermont Department of Education State Office Bldg. Montpelier, Vermont 05602	Ms. Idora Tucker Training Coordinator Division of Special Education Vermont Department of Education State Office Bldg. Montpelier, Vermont 05602

	1979-80 Chairperson	1980-81 Chairperson
VIRGINIA:	Not yet determined	Not yet determined
WASHINGTON:	Dr. Niles Wusterbarth Training Supervisor Division of Special Services State Department of Education Office of the Superintendent of Public Instruction Olympia, Washington 98504	same as 1979-80
WEST VIRGINIA:	No Response	
WISCONSIN:	Mr. John Kotek, Director of Special Education CESA #13 908 West Main Street Waupun, Wisconsin 53963	same as 1979-80
WYOMING:	Ms. Beth Early Curriculum Coordinator for the Handicapped State Programs for Exceptional Children Wyoming State Department of Education Cheyenne, Wyoming 82202 and Mr. Ken Welch Special Education Instructor Laramie, Wyoming 82071	same as 1979-80

5. ITEM: What procedure is used to select the Chairperson?

FINDINGS: Twenty-one respondents indicated selection of COMMITTEE chairperson was by COMMITTEE vote and ten indicated selection was by appointment. Two states indicated that the role of Chairperson was shared or alternated between an SEA and an IHE representative, while two other COMMITTEES' guidelines designated this role as the responsiblity of a specific SEA representative.

6. ITEM: How often each year are COMMITTEE meetings held?

FINDINGS: On the average, COMMITTEES meet every seven or eight weeks, although some COMMITTEES meet as often as monthly (9) or as infrequently as once every five or six months (4).

7. ITEM: What is the average length of the COMMITTEE meetings?

FINDINGS: Eighty percent of the COMMITTEE meetings last an average of all day. Twelve COMMITTEES average one-half day sessions, while others average more than one day in length.

8. ITEM: Is a formal agenda developed for each COMMITTEE meeting?

FINDINGS: Ninety percent of the COMMITTEES develop agendas prior to the COMMITTEE meetings. Twenty-four states also have the agenda distributed prior to the meeting.

9. ITEM: How would you rate attendance of members at COMMITTEE meetings?

FINDINGS: Member attendance was rated as "high" by twenty-two states and as "moderate" by ten states. No states rated it as low.

10. ITEM: Does your COMMITTEE have rules which encourage attendance and participation? (e.g., replacing members after a specific number of absences?)

FINDINGS: Twenty states indicated that they had rules governing COMMITTEE attendance while other states noted that informal policy encouraged attendance.

11. ITEM: Who appoints the representatives to your COMMITTEE?

FINDINGS: Selection of COMMITTEE members was made by appointment of the State Commissioner of Education (53%) or by a variety of ways, such as agency appointment, COMMITTEE chairperson appointment or by volunteer selection.

12. ITEM: What are the criteria (or considerations) for COMMITTEE membership selection?

FINDINGS: The primary considerations for COMMITTEE membership selection were listed as being an officially designated representative of an agency or organization (29 respondents) or a geographic consideration (18 respondents). Other factors included individual's knowledge of, interest in, or background in CSPD.

13. ITEM: Does your SEA provide reimbursement of expenses for participation on the COMMITTEE or its Task Forces?

FINDINGS: About 82% reimburse expenses for COMMITTEE participation, while 75% reimburse Task Force participation.

14. ITEM: What is the source of this compensation?

FINDINGS: The source of reimbursement comes equally from VI-B and VI-D funds (45%). State monies, agency funds or other training funds were also utilized by two COMMITTEES for each source.

15. ITEM: With regard to your CSPD COMMITTEE, please indicate the number of officially designated representatives from each of the following areas:

FINDINGS:

Number of States		
35		State Education Agency
35		Colleges and Universities
	31	Special Education personnel
	12	Speech and Hearing personnel
	8	Adapted Physical Education personnel
	3	Therapeutic Recreation personnel
	18	Other
17		Private Schools
32		Public Schools
	29	Local Directors of Special Education
	19	Special Education teachers
	14	Regular Education teachers
	25	School Administrators (e.g., superintendent, building principal)
	2	Adapted Physical Education teachers
	8	Other
9		State Office of Vocational Rehabilitation
16		Teacher Organizations
6		Teacher Unions
17		State Department of Mental Health
13		Representative from State Advisory Committee on Public Law 94-142
6		State Legislature
23		Parents of Handicapped Individuals
15		Handicapped Individuals
9		Speech and Hearing
3		Therapeutic Recreation
19		Organizations for the Handicapped
25		Other

16. ITEM: Does your COMMITTEE have Subcommittees?

FINDINGS: Seventeen COMMITTEES utilize subcommittees for the purpose of dealing with topics, such as inservice training or teacher certification. Subcommittees are composed only of members from within the overall COMMITTEE.

17. ITEM: Does your COMMITTEE have Task Forces?

FINDINGS: Twenty-one COMMITTEES utilize task forces for topics similar to those addressed by subcommittees, however, they are composed of representatives from both within the COMMITTEE and from outside the COMMITTEE.

18. ITEM: After the CSPD COMMITTEE makes a recommendation, what requirements, procedures, or administrative steps must be met before it is considered, approved, or implemented?

FINDINGS: Eighty percent of the COMMITTEES identified formal steps or an informal procedure which was consistently followed in making COMMITTEE recommendations.

19. ITEM: In your judgment, what were the most significant activities your COMMITTEE has been involved in since 1977?

FINDINGS: The COMMITTEE activities which were considered as significant can be grouped under the following topics:

A) COMMITTEE organization
B) Communication Among Agencies and Awareness Activities
C) Needs Assessment
D) Teacher Competency and Certification
E) Inservice Activities
F) Involvement in the State Plan

20. ITEM: To what extent has your COMMITTEE had input into the development of the CSPD section of your SEA's State Plan for Public Law 94-142?

FINDINGS: Twenty-five (66%) respondents indicated that their COMMITTEE had "considerable" or "moderate" input into the State Plan, while six (16%) respondents had "little" or "no" input. Some COMMITTEEs were not yet functioning at the time the State Plan was developed.

21. ITEM: How do you view the effectiveness of your State's COMMITTEE?

FINDINGS: Twenty-seven repondents viewed their COMMITTEE as effective; three viewed the COMMITTEE as ineffective; one viewed the COMMITTEE as too limited in authority to be effective; five respondents explained that the degree of effectiveness varied depending on the type of issues involved or was intended to serve in an advisory capacity only.

22. ITEM: How would you characterize your own COMMITTEE?

FINDINGS: No respondents described their COMMITTEE as "informally organized." Of the COMMITTEEs described as "formally organized", nineteen were seen as having little or no decision-making authority, while nine were described as having considerable decision-making authority. Six other respondents described their COMMITTEE as having little official decision-making authority, but much impact or as having "formal recommending" authority or varying authority.

23. **ITEM:** In your judgment, what have been the factors that have facilitated or have impeded the effectiveness of your SEA's CSPD COMMITTEE?

FINDINGS: Factors contributing to the effectiveness of the COMMITTEE could be grouped under two topics: membership factors and COMMITTEE factors. Types of membership factors included interest in, commitment to, and involvement of the members, as well as the type of representation of membership, e.g., broad-based. COMMITTEE factors include clarity of purpose and role, observable input in the development of products for, or improvement in, the education of handicapped children.

24. **ITEM:** Please describe the factors which contribute to the decision-making authority or lack of decision-making authority of your COMMITTEE.

FINDINGS: The factors listed as contributing to COMMITTEE decision-making authority or the lack of such authority were related to the following aspects:

.Position and quality of leadership
.Political problems
.Legal restraints
.Membership authority in represented agency
.Official Status
.Respect for COMMITTEE members

25. **ITEM:** Are there other statewide committees in addition to your CSPD COMMITTEE which have a major focus on CSPD?

FINDINGS: Fourteen states indicated that other committees within the state also had a focus on CSPD. Nine of the respondents indicated the COMMITTEE had representatives on these other committees.

26. **ITEM:** Mark the response (1,2, or 3) which best describes the emphasis placed by your State on each of the following components of CSPD.

FINDINGS: Inservice was consistently ranked as having the most emphasis, while Identification and Adoption of Promising Educational Practices and Evaluation were consistently ranked as receiving less emphasis. The components of CSPD are listed in order of emphasis below:

Inservice
Needs Assessment
Broad-Based Participatory Planning for CSPD
Preservice
CSPD Committee Development and Operation
Technical Assistance to LEAs relative to CSPD
Identification and Adoption of Promising Education Practices
Evaluation of CSPD

27. ITEM: Please provide the name of the primary CSPD person and the approximate percentage of time devoted to CSPD.

FINDINGS: While nine SEAs had one individual who devoted 100% of his/her time to CSPD or had a number of individuals involved in CSPD activities, some states had a single individual who devoted less than 10% time to CSPD. The average time devoted to CSPD was 53%. The primary SEA CSPD individuals are:

State	Primary CSPD Person	Approximate % of Time Devoted to CSPD
ALABAMA	Ms. Sue B. Akers, Supervisor Support Services Unit Program for Exceptional Children and Youth Alabama State Department of Education Montgomery, Alabama 36130	50%
ALASKA	Mr. Sherman Welch, Program Manager Special Education Alaska Department of Education Juneau, Alaska 99801	No Response
ARIZONA	Ms. Tommi Pierce Education Program Specialist Special Education Arizona State Department of Education Phoenix, Arizona 85007	10%
ARKANSAS	Ms. Lorraine DelBuono Personnel Development Special Education Section Arkansas Department of Education Little Rock, Arkansas 72201	30%
CALIFORNIA	Mr. Karl E. Murray, Coordinator Personnel Development Unit California State Department of Education 721 Capitol Mall Sacramento, California 95814	5%
COLORADO	Ms. Lynne M. Murphy, Consultant Special Education Services Unit Colorado Department of Education Denver, Colorado 80203	100%
CONNECTICUT	Ms. Janet M. Rosenbaum Personnel Development Coordinator Special Education Resource Center 275 Windsor Street Hartford, Connecticut 06120	100%
DELAWARE	Dr. Connie I. Allen, State Supervisor Exceptional Children Program Department of Public Instruction Dover, Delaware 19901	40%

State	Primary CSPD Person	Approximate % of Time Devoted to CSPD
DISTRICT OF COLUMBIA	Mr. David V. Burket Executive Assistant to the Assistant Superintendent Webster Administration Building Special Education Division 10th H Northwest Washington, D.C. 20001	No Response
FLORIDA	Ms. Doris B. Nabi, Administrator Program Support Services Bureau of Education for Exceptional Students Florida Department of Education Tallahassee, Florida 32301	50%
GEORGIA	Ms. Martha Bauman, Consultant Federal Programs State Department of Education Atlanta, Georgia 30334	25%
GUAM	Mr. William J. Sewell, Jr. Program Supervisor, Childfind (Acting) Special Education Division Department of Education Agana, Guam 96910	No Response
HAWAII	Mr. C. Lynne Douglas, Educational Specialist II, Inservice Training Hawaii State Department of Education Honolulu, Hawaii 96813	80%
IDAHO	Mr. Charles G. Riddle Special Education Consultant Special Education Section State Department of Education Boise, Idaho 83720	25%
ILLINOIS	Ms. Kay Robinson Special Education Specialist State Board of Education Illinois Office of Education Springfield, Illinois 62777	70%
INDIANA	Ms. Carol Eby, Coordinator Personnel Development and Program Review Division of Special Education Department of Public Instruction Indianapolis, Indiana 46204	60%
IOWA	Mr. Douglas A. West, Consultant Special Education Professional Development State Department of Public Instruction Grimes State Office Building Des Moines, Iowa 50319	25%

State	Primary CSPD Person	Approximate % of Time Devoted to CSPD
KANSAS	Mr. Gerald M. Carder, Director Fellowships and Scholarships in Special Education Kansas State Department of Education Topeka, Kansas 66612	10%
KENTUCKY	Ms. Denise Bryant, Director Unit of Staff Development Kentucky Department of Education Frankfort, Kentucky 40601	100%
LOUISIANA	Sr. Mary Jeanne Girshefski Coordinator, CSPD Special Education Services Louisiana Department of Education Baton Rouge, Louisiana 70804	35%
MAINE	Ms. Margaret Arbuckle, Coordinator, CSPD Division of Special Education Maine Department of Educational and Cultural Services Augusta, Maine 04333	No Response
MARYLAND	Mr. Richard Mainzer, Staff Development Specialist Division of Special Education Maryland State Department of Education PO Box 8717 Baltimore, Maryland 21240	100%
MASSACHUSETTS	Ms. Gerry Ryan, CSPD Coordinator Massachusetts Department of Education 31 St. James Avenue Boston, Massachusetts 02116	100%
MICHIGAN	Mr. Theodore Beck, Supervisor Special Education Services Area Development and Training Program Michigan Department of Education Lansing, Michigan 48902	100%
MINNESOTA	Ms. Norma Tedder, Coordinator Personnel Development, Special Education Minnesota Department of Education 550 Cedar Street St. Paul, Minnesota 55101	90%
MISSISSIPPI	Dr. Lou Anderson, Consultant, Part D Mississippi Department of Education PO Box 771 Jackson, Mississippi 39205	25%

State	Primary CSPD Person	Approximate % of Time Devoted to CSPD
MISSOURI	Ms Delores John, Supervisor-Federal Programs Section of Special Education Missouri Department of Elementary and Secondary Education Jefferson City, Missouri 65102	80%
MONTANA	Mr. Ron Lukenbill, Manager Inservice Training Special Education Unit Office of Public Instruction State Capitol Helena, Montana 59601	No Response
NEBRASKA	Ms. Mary Ann Losh, Supervisor Personnel Development (Special Education) 301 Centennial Mall South State Department of Education Lincoln, Nebraska 68509	50%
NEVADA	Dr. Lowell Masters Southern Nevada Office Nevada Department of Education State Mail Room Las Vegas, Nevada 89158	30%
NEW HAMPSHIRE	Mr. Edward DeForrest, State Director Special Education State Department of Education 105 Loudon Road Concord, New Hampshire 03301	10%
NEW JERSEY	Ms. Ellen Schechter Maney CSPD Coordinator, Special Education State Department of Education 225 W. State Street Trenton, New Jersey 08625	80%
NEW MEXICO	Mr. Elie Gutierrez, Director Division of Special Education State Department of Education Santa Fe, New Mexico 87501	2%
NEW YORK	Mr. Lawrence C. Gloeckler, Chief Bureau of Program Development Office for Education of Children with Handicapped Conditions New York State Education Department Albany, New York 12234	15%
NORTH CAROLINA	Mr. Fred Baars, Consultant-Staff Development Division for Exceptional Children State Department of Public Instruction Raleigh, North Carolina 27611	20%

State	Primary CSPD Person	Approximate % of Time Devoted to CSPD
NORTH DAKOTA	Ms. Shelby J. Niebergall Coordinator of Special Education State Department of Public Instruction Bismarck, North Dakota 58505	10-15%
OHIO	Mr. S.J. Bonham, Jr., Director Division of Special Education State Department of Education 933 High Street Worthington, Ohio 43085	5%
OKLAHOMA	Mr. Keith Haley, CSPD Coordinator State Department of Education 2500 N. Lincoln Blvd. Oklahoma City, Oklahoma 73105	100%
OREGON	Mr. Bus Nance, Specialist Personnel Development Oregon Department of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310	75%
PENNSYLVANIA	Dr. W. Lee Herron, Special Education Advisor Bureau of Special Education Pennsylvania Department of Education 333 Market Street, Box 911 Harrisburg, Pennsylvania 17126	90%
PUERTO RICO	Mrs. Lucila Tottes, Training Coordinator Special Education Program Department of Education Hato Rey, Puerto Rico 00924	100%
RHODE ISLAND	Mr. H. Wells French, Inservice Coordinator Special Education Inservice Training Rhode Island Department of Education Hayes Street Providence, Rhode Island 02908	No Response
SOUTH CAROLINA	Mr. Robert S. Black, Director Office of Programs for the Handicapped State Department of Education Columbia, South Carolina 29201	30%
SOUTH DAKOTA	Ms. Nancy Parker Inservice Training Coordinator Section for Special Education South Dakota Department of Education Pierre, South Dakota 57501	5%
TENNESSEE	Mr. Joel P. Walton Chief of Curriculum Services Education for the Handicapped State Department of Education 103 Cordell Hull Bldg. Nashville, Tennessee 37219	10%

State	Primary CSPD Person	Approximate % of Time Devoted to CSPD
TEXAS	Consultant (currently vacant) Special Education Developmental Services Texas Education Agency 201 E. 11th Austin, Texas 78701	100%
UTAH	Dr. C.W. Freston, CSPD Coordinator (on leave) Utah State Office of Education 250 E. 5th South Salt Lake City, Utah 84111	10%
VERMONT	Ms. Idora Tucker, Coordinator of Training Vermont State Department of Education State Office Building Montpelier, Vermont 05602	60%
VIRGINIA	Ms. Sara G. Irby, Assistant Supervisor Personnel Preparation Division of Special Education Department of Education 1323 E. Grace Street Richmond, Virginia 23216	75%
WASHINGTON	Dr. Niles Wusterbarth Training Supervisor Special Education Office of the Superintendent of Public Instruction Olympia, Washington 98504	95%
WEST VIRGINIA	Dr. Keith Smith, Director of Special Education West Virginia Department of Education Charleston, West Virginia 25305	10%
WISCONSIN	Ms. Dorothy Placide Division for Handicapped Children Department of Public Instruction 126 Langdon St. Madison, Wisconsin 53702	50%
WYOMING	Ms. Beth Early, Curriculum Coordinator for the Handicapped Programs for Exceptional Children Wyoming State Department of Education Hathaway Building Cheyenne, Wyoming 82002	10-15%
AMERICAN SAMOA	Mr. Iakopo F. Taula'i Director, Special Education Department of Education Pago Pago, American Samoa 96799	No Response

28. ITEM: Does your "Primary CSPD Person" also have VI-D Coordination as part of his/her responsibilities?

FINDINGS: Ninety-three percent of the respondents indicated that the primary CSPD person also had VI-D coordination as part of their responsibilities.

29. ITEM: How long has your "Primary CSPD Person" been in this role?

FINDINGS: The number of states responding to each category is listed below:

12 less than 6 months
8 6-12 months
6 13-18 months
9 19-24 months
13 more than 24 months
5 no response or position vacant

30. ITEM: What is the funding source for the salary of your SEA's "Primary CSPD Person"?

FINDINGS: Twenty- six respondents indicated VI-B funds were a source for the salary of the primary CSPD person, while eighteen respondents indicated VI-D funds were used and thirteen respondents indicated State Monies as the funding source.

31. ITEM: Briefly describe the CSPD review system used by your SEA relative to the LEAs.

FINDINGS: While some respondents indicated that the review process was non-existent, most states indicated an informal procedure or the use of specific requirements with a systematic procedure.

32. ITEM: Does your SEA require that LEA applications designate a certain percentage of VI-B monies for inservice training?

FINDINGS: Forty-two respondents indicated that the SEA did not require LEA stipulation of a specific percentage of VI-B monies for inservice training. Of the seven who did require a specific amount to be designated for inservice training, this amount ranged from 5 to 10 percent.

33. ITEM: What is the estimated percentage of VI-B monies being utilized for inservice training?

FINDINGS: Eighty-two percent of the respondents were able to identify the approximate amount of LEA flow-through monies used for Inservice Training on a statewide basis.

FINDINGS: (cont.) This amount ranged from 2 to 15 percent. The approximate allotment other than flow-through monies spent for inservice training ranged from 2 to 50 percent. Thirty-nine of the respondents indicated that a certain amount of VI-B flow-through monies was not required to be spent for specific areas other than inservice training. Five respondents indicated they did have this requirement, and seven did not respond to the question.

34. ITEM: Do you feel that your state's CSPD effort could serve as a model for other states to use?

FINDINGS: Less than one-fourth (23%) of the states felt their CSPD effort, in part or whole, could serve as a model. However, others felt that their CSPD was growing and might serve as a model in the future.

35. ITEM: Does your SEA regularly publish a Newsletter regarding its CSPD activities?

FINDINGS: Four respondents indicated that the SEA does publish a newsletter regarding CSPD activities which is distributed to various individuals in the SEA, LEA, IHE, and other agencies and organizations. Developing, printing, and disseminating the newsletter was the responsibility of the SEA and/or the COMMITTEE.

36. ITEM: Within your state, how would you characterize CSPD involvement at the local level?

FINDINGS: Twenty-two respondents characterized LEA CSPD involvement as having initiated a majority of well-developed, or, at least, acceptable CSPD programs. Fourteen respondents indicated that less than one-half of the LEAs had initiated CSPD programs.

37. ITEM: What are the methods which your state utilizes in order to insure participatory planning?

FINDINGS: The number of states which utilize each of these methods of insuring participatory planning are given below:

39	A CSPD committee
21	Advisory committees other than a state CSPD committee
35	The State's Advisory Committee on Public Law 94-142
34	Public hearings
18	Field-based task forces whose purpose is to develop or review certain aspects of the CSPD
35	Surveys or questionnaires
31	Meetings, conferences or seminars designed to elicit input on CSPD
29	Provide information through existing dissemination systems
10	Other

38. ITEM: How does your state insure that input into the CSPD section of the State Plan is obtained from all public and private IHE's, other agencies and organizations, and representatives of parents and handicapped organizations?

FINDINGS: The primary methods used to insure input into the development, review, and annual updating of the CSPD is mainly through the use of public hearings, meetings and other dissemination sources, as well as through the involvement of the CSPD COMMITTEE.

39. ITEM: Does your SEA conduct a statewide systematic collection of data from public and private agencies relating to personnel needs in the field of special education?

FINDINGS: Approximately ninety-five percent of the respondents indicated that their SEA conducts a Needs Assessment.

40. ITEM: Please indicate those methods which are used in your NEEDS ASSESSMENT. (The number of states which utilize these methods in their Needs Assessment is indicated below:)

FINDINGS:

- 28 personnel projections from LEA applications for Public Law 94-142
- 21 routine LEA personnel reports
- 28 analysis of child-find and census data to determine changing student needs
- 40 findings from compliance monitoring of LEAs
- 28 surveys to determine LEA priority personnel needs
- 25 data on numbers and qualification of graduates of personnel training programs
- 15 study of competencies required of personnel to implement Public Law 94-142

41. ITEM: How often is a NEEDS ASSESSMENT conducted?

FINDINGS: Twenty-six states indicated an on-going Needs Assessment and thirty-two states indicated an annual Needs Assessment. Many states used both on-going and annual methods, depending on the type of information being collected.

42. ITEM: Based on information derived from the NEEDS ASSESSMENT, how are statewide training priorities established?

FINDINGS: Respondents indicated that the target training populations are ranked by priority of need according to various topics and that training priorities are established according to these rankings.

43. ITEM: What are the target groups identified by your last Needs Assessment as the first five priority groups needing training?

FINDINGS: In order of priority, the following groups were identified most frequently as needing training:

- Regular Teachers
- Administrators
- Special Education Teachers
- Parents
- Related Service Personnel

Note: a list of each state's training target groups listed for this item appears in Appendix J.

44. ITEM: How is the information, which is derived from the NEEDS Assessment, disseminated?

FINDINGS: Dissemination of Needs Assessment information is through special publications, newsletters, special mailings, and memos, as well as through the CSPD COMMITTEE.

45. ITEM: Which of the following items indicate information your SEA has available relating to IHE programs?

FINDINGS: The number of states indicating the availability of the information is given below:

- 45 name and location of graduate, undergraduate and junior college training programs in special education
- 38 personnel preparation areas, by category
- 30 number of special education graduates each year, by category
- 15 employment status of special education graduates

46. ITEM: Which of the following items indicate information your SEA has available relating to LEA programs?

FINDINGS: The number of states indicating availability of the following information is indicated below:

- 42 number of approved programs, by category
- 35 personnel shortages, by category
- 24 personnel shortages, by geographic areas
- 17 attrition rate of special education personnel, by category

47. ITEM: Which of these data collection methods is utilized in your Needs Assessment?

FINDINGS: Standardized questionnaires were utilized most frequently (62%). Computerized analysis of data, review of LEA compliance reports and informal questions were used by at least one-half of the respondents. Computerized forms for collection of information and telephone surveys were used by less than one-third of the respondents.

48. ITEM: Who is responsible for collecting, analyzing and collating the data?

FINDINGS: Collection and analysis of the data were the responsibilities of individuals within the SEA, CSPD COMMITTEE, resource centers or intermediate unit.

49. ITEM: In your judgment, which of the following would best describe the relationship of supply and demand in the following personnel categories in your State?

Personnel Categories	Demand Exceeds Supply	Supply Exceeds Demand	No Apparent Difference	Uncertain
Educable Mentally Retarded	14	6	20	2
Trainable Mentally Retarded	20	7	14	3
Severely Handicapped	36	3	4	3
Emotional Disturbance	41	2	1	1
Learning Disabilities	32	5	4	4
Physically Handicapped	25	3	12	4
Visually Impaired	32	4	6	4
Hearing Impaired	31	3	6	4
Speech Impaired	36	1	7	1
Audiologists	26	2	11	6
Adapted Physical Education	33	0	4	6
Early Childhood Special Education	25	1	11	7
Vocational Special Education	32	0	6	9
Bilingual Special Education	20	0	8	16
School Psychology	32	1	4	7
Therapeutic Recreation	19	0	2	19
Occupational Therapy	37	0	1	7
Physical Therapy	36	0	3	5
Paraprofessionals (Teacher Aides)	17	2	15	8
Special Education Administration	13	1	23	7

The number of states responding in each category is indicated.

50. ITEM: In your judgment, which five of the following categories of personnel have the most severe shortages in your State? (Please rank-order the five for elementary-level and the five for secondary-level.)

FINDINGS: The number of respondents indicating a ranking of one through five for each category is listed below:

Personnel Categories	Most Severe Shortage ELEMENTARY LEVEL (Rank-Order 1-5)	Most Severe Shortage SECONDARY LEVEL (Rank-Order 1-5)
Educable Mentally Retarded	6 States	11 States
Trainable Mentally Retarded	7 States	7 States
Severely Handicapped	24 States	20 States
Emotional Disturbance	32 States	32 States
Learning Disabilities	23 States	25 States
Physically Handicapped	3 States	1 State
Visually Handicapped	18 States	11 States
Hearing Impaired	18 States	18 States
Speech Impaired	27 States	18 States
Adapted Physical Education	6 States	8 States
Early Childhood Special Education	12 States	N/A
Vocational Special Education	5 States	22 States
Bilingual Special Education	7 States	5 States

51. ITEM: In general, does your state have more severe special education personnel shortages at the Elementary level or Secondary level?

FINDINGS: Of the thirty-two responses for this item, sixty-eight percent indicated a more severe shortage at the secondary level.

52. ITEM: In your judgment, have CSPD efforts enhanced relationships among SEA, colleges and universities, and LEAs (or intermediate units)?

FINDINGS: Responses indicated that approximately 89% of the respondents felt relationships had been enhanced between the SEA and colleges and universities; 71% felt relationships had been enhanced between the SEA and LEAs; and 43% felt relationships had been enhanced between colleges and universities and LEAs. For each of these working relationships less than 10% felt the working relationship had not been enhanced. Nine percent of the respondents were uncertain of the effect of the CSPD efforts on the working relationship between the SEA and colleges and universities; twenty-one percent of the respondents were uncertain of the effects of CSPD efforts on the working relationship between the SEA and LEAs; and fifty-two percent of the respondents were uncertain of the effects of CSPD efforts on the working relationship of colleges and universities and LEAs.

53. ITEM: What incentives are used to insure participation in inservice training by your state?

FINDINGS: Based on 45 responses, the percentage of respondents indicating use of the incentive is indicated below:

80%	substitute teachers
91%	released time
98%	college credit
67%	certification
89%	updating professional skills
53%	salary-step credit
69%	payment for participation
89%	reimbursement of expenses
20%	letters of commendation from administrators
27%	public recognition of participation
46%	certificates of merit
40%	recognition of professional growth noted in personnel file

54. ITEM: What is your SEA's position relative to the use of substitute teachers, released time and payment for participation as CSPD incentives?

FINDINGS: Thirty respondents indicated that their SEA had no official policy about these three incentives. Six respondents indicated that their SEA discourages the use of substitute teachers and six respondents discourage the use of payment for participation. It was indicated that two SEAs discourage the use of released time. While no respondents indicated that the SEA prohibits the use of released time, two respondents indicated that the SEA prohibits the use of substitute teachers and three respondents indicated that the SEA prohibits the use of payment for participation.

55. ITEM: What methods has your SEA found to be the most effective for the dissemination of information regarding promising educational practices?

FINDINGS: The number of respondents to each of the following methods is indicated below:

18	State, Regional, or National dissemination projects
40	conferences and meetings
32	mailings, such as newsletters, bulletins, or other publications
14	information and referral services
7	toll-free telephone number for questions or requests for information
16	regional networks
34	inservice training to prepare personnel for adoption of effective innovative practices
20	loan service for media and materials

56. ITEM: With regard to your State's CSPD Plan for Dissemination of Significant Information and Promising Educational Practices, what is the current status of the items listed below?

FINDINGS: The number of responses are indicated for each category.

	Has Been Established	In Planning Stage	Not Being Considered
1. An Information Retrieval System from major resources (i.e., IHEs, LEAs, and other agencies).	17	21	5
2. A Clearinghouse Capacity	11	16	14
3. Coordination with existing State Dissemination Resources; e.g., your State's Facilitator for the National Diffusion Network.	2	15	6
4. An Information Distribution System to LEAs, IHE trainers, and other key parties.	23	19	4
5. An evaluation procedure for assessing the impact of your State's CSPD Dissemination System.	11	30	5

57. ITEM: Relative to your State's CSPD Plan for Adoption of Promising Educational Practices, what is the current status of the items listed below?

FINDINGS: The number of responses are indicated for each category.

	Has Been Established	In Planning Stage	Not Being Considered
1. Policies and Procedures for identifying Promising Educational Practices.	16	22	4
2. Involvement of Potential Adopters in the establishment of Policies and Procedures for the Identification of Promising Educational Practices.	10	23	9
3. Provisions for information and/or training at the local level for the identification of Promising Educational Practices.	12	21	7
4. Evaluation Procedures for assessing the effectiveness or impact of actual adoptions or adaptations of Promising Educational Practices within your state.	12	25	3

58. ITEM: Which of the following methods are utilized by your SEA in the monitoring of CSPD implementation at the local level?

FINDINGS: All of the respondents indicated that the SEA monitored CSPD implementation through a review of the local district plan for Public Law 94-142. The percentage of respondents indicating the use of other monitoring methods is indicated below:

62% utilize the application of criteria for LEA inservice
53% utilize review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities
53% utilize training of compliance monitoring teams to incorporate CSPD monitoring in site reviews
51% utilize on-site monitoring of LEA staff development
38% utilize fiscal audit of flow-through funds used for inservice

59. ITEM: Which of the following methods has your SEA found effective in providing technical assistance to LEAs in implementing the CSPD?

FINDINGS: The number of respondents indicating that their SEA has found the method to be effective for providing technical assistance to LEAs in the implementation of CSPD is given below:

42	provision of consultant services
33	site visits
26	information collection, analysis and dissemination
25	production of documents and publications
29	dissemination of documents and publications
38	conducting conferences, workshops, and meetings
16	clearinghouse services
16	maintenance of technical assistance centers
20	other regional or local coordination

60. ITEM: In your judgment, to what extent does your SEA provide sufficient technical assistance to LEAs relative to CSPD?

FINDINGS: All respondents indicated that some technical assistance was provided. Fifteen respondents indicated that their SEA provided considerable technical assistance to LEAs relative to CSPD. Twenty respondents indicated moderate technical assistance and eleven indicated minimal technical assistance.

61. ITEM: Which of the following methods of evaluation is utilized?

FINDINGS: The number of responses for each item is listed below:

27 matching personnel needs with available personnel
35 comparison of training needed by various target audiences with training actually provided
24 collecting personnel change data
9 collecting child change data
12 third party data

62. ITEM: What do you see as being the main "roadblocks" to fulfilling the intent of the CSPD section of Public Law 94-142 in your state?

FINDINGS: The responses to this question could be grouped under the following four topics:

.lack of understanding of CSPD
.limited time and personnel
.fiscal restrictions
.lack of commitment to CSPD

63. ITEM: What types of services or assistance can the Office of Special Education (formerly BEH) or other agencies provide to facilitate your state's CSPD efforts?

FINDINGS: Frequently mentioned responses to this question can be grouped under the following topics:

.Direction to field on importance of CSPD
.Provision of training to individuals involved in CSPD
.Sufficient funding
.On-site OSE technical assistance
.Stringent review of CSPD section of State Plan
.Continuation of "Projects of Significance" related to CSPD
.Means for giving authority to CSPD

64. ITEM: At what stage of compliance with Public Law 95-561 (Section 501, Title V of the E.S.E.A. Act) is your State Education Agency?

FINDINGS: Of the respondents replying to this item, twenty-seven indicated that they were in compliance, fourteen were in the development stage, two were in the planning stage, and one had no activity relative to Public Law 95-561.

65. ITEM: Which special education personnel (if any) in your SEA are involved in Public Law 95-561?

FINDINGS: While six respondents specifically indicated that no special education SEA personnel were involved in Public Law 95-561, many other respondents did not indicate the position of the SEA individual identified as involved with this law, therefore conclusions regarding special education involvement are difficult to make.

APPENDIX I

Status of CSPD COMMITTEE

STATUS OF CSPD COMMITTEE AS OF JULY 1980

	Status of CSPD Committee	
	Committee Currently Operating	Committee Formation Anticipated
1. Alabama	no	yes, currently being formulated
2. Alaska	yes	
3. Arizona	no	yes
4. Arkansas	yes	
5. California	yes	
6. Colorado	yes	
7. Connecticut	yes	
8. Delaware	yes	
9. District of Columbia	no	yes
10. Florida	no	yes
11. Georgia	yes	
12. Hawaii	yes	
13. Idaho	yes	
14. Illinois	yes	
15. Indiana	no	
16. Iowa	no	no
17. Kansas	yes	
18. Kentucky	yes	
19. Louisiana	no	
20. Maine	yes	
21. Maryland	yes	
22. Massachusetts	yes	
23. Michigan	yes	
24. Minnesota	yes	
25. Mississippi	yes	
26. Missouri	yes	
27. Montana	no response	
28. Nebraska	yes	
29. Nevada	yes	
30. New Hampshire	yes	
31. New Jersey	yes	
32. New Mexico	no	yes
33. New York	yes	yes, in transition
34. North Carolina	yes	
35. North Dakota	yes	
36. Ohio	yes	
37. Oklahoma	yes	
38. Oregon	yes	
39. Pennsylvania	no	yes, under development
40. Rhode Island	yes	
41. South Carolina	yes	
42. South Dakota	no	yes
43. Tennessee	yes	
44. Texas	yes	
45. Utah	yes	
46. Vermont	yes	
47. Virginia	yes	
48. Washington	yes	
49. West Virginia	no	yes

STATUS OF CSPD COMMITTEE AS OF JULY 1980

	Status of CSPD Committee	
	Committee Currently Operating	Committee Formation Anticipated
50. Wisconsin	yes	
51. Wyoming	yes	
52. American Samoa	no	
53. Guam	no response	
54. Puerto Rico	no	yes
55. Trust Territory	no response	
56. Virgin Islands	no response	

APPENDIX J

Target Groups Identified by Needs Assessment as Needing Training

TARGET GROUPS IDENTIFIED BY NEEDS ASSESSMENT AS NEEDING TRAINING

ALASKA:	Special Education Teachers - all levels Special Education personnel new to state Surrogate parents Paraprofessionals and aides Parents of handicapped children
AMERICAN SAMOA:	Special Education Teachers of low incidence populations Special Education Teachers (regular) Regular Education Administrators Regular Education Teachers Parents
ARIZONA:	Needs assessment data in process of being tabulated
ARKANSAS:	Regular Teachers Administrators Psychological Examiners Special Education Teachers Parents
CALIFORNIA:	Regular Teachers Parents Regular Children Classroom Management Adapting curriculum to special needs How to use appropriate inservice Administrators Communication skills
COLORADO:	Principals, Administrators Regular Educator Special Educator Support personnel Parents
CONNECTICUT:	Regular Education personnel Early Childhood personnel Career/vocational personnel Severely/profoundly Related services personnel
DELAWARE:	Regular Education Teachers Special Education Teachers Administrators Support personnel Parents

DISTRICT OF COLUMBIA:
Special
General
Speech-language
Audiologists
Social workers
Therapeutic recreation
Medical personnel
Physical therapists
Occupational therapists
Surrogate parents
Paraprofessionals

FLORIDA:
Assessment personnel (audiologists, psychologists, staffing specialists, etc.)
Regular educators of exceptional students
Parents of exceptional students
Vocational education, physical education, and early childhood personnel
Personnel in low-prevalence areas
Agency personnel

GEORGIA:
Needs Assessment is being developed

HAWAII:
Special Education personnel
Special and Regular Education Personnel in mainstreaming
Speech and hearing personnel
Paraprofessionals
Parents

IDAHO:
Regular Teachers
Aides/paraprofessionals
Psychologists
Parents
Administrators

ILLINOIS:
Regular Educators
Parents
Administrators and Board of Education members
Paraprofessionals (bus drivers, cafeteria workers, etc.)
Psychologists

INDIANA:
Regular education elementary teacher
Regular education secondary level teachers
Special education teachers
Related services personnel
Parents

IOWA:
Regular teacher-administrator-support personnel
Temporarily approved (provisional) teachers
Teachers of Emotionally Disturbed
Secondary Special Education Teachers
Paraprofessionals

KANSAS:
Inservice:
  General Education Teachers
  Physical Educators
  General Education Administrators
  Volunteers
  Special Education Teachers
Additional Staff:
  Teachers of gifted
  Teachers of Emotionally Disturbed
  Speech/Language Clinicians
  Teachers of Learning Disabilities
  Teachers of Early Childhood Handicapped

KENTUCKY:
Regular Educators
Special Educators
Administrators

LOUISIANA:
School Principals
Regular Teachers
School Psychologists
Parents
Special Education Teachers

MAINE:
Regular Teachers
Principals
Resource Program Teachers
Pupil Evaluation Teams (P.E.T.)
Special Education-Vocational Education Teachers

MARYLAND:
Early childhood specialists
Vocational education teachers
Low incidence teachers
Regular teachers
Special educators

MASSACHUSETTS:
Target groups identified by topic areas; differs depending on topic

MICHIGAN:
General education instructional personnel
Special education instructional personnel and related ancillary service personnel
General education administrative personnel
Special education administrative personnel
Support personnel

MINNESOTA:
Everyone but LD, teachers of the emotionally disturbed come first

MISSISSIPPI:
Parents
Regular teachers
Administrators
Special education teachers
Support personnel

MISSOURI:
Assessment team members
Regular teachers
Special teachers
Parents
Administrators

NEBRASKA:	(not listed by priority) Administrators Regular Education personnel Special Education personnel
NEW HAMPSHIRE:	Resource Room teachers whose roles are changing Special Education Teachers and specialists - training in confidentiality Surrogate parents Special Education specialists and regular teachers in record keeping
NEW YORK:	Decision Makers Regular Education Teachers Occupational Education Teachers Preschool Personnel Impartial Hearing Officers Parents
NORTH CAROLINA:	Special Education teachers on provisional certificate Regular Educators Administrators Directors of Special Education Programs Support personnel - psychologists, audiologists Parents
NORTH DAKOTA:	Regular Educators Special Educators Regular Education administrators Vocational Educators Related services personnel
OHIO:	Higher education staff Parents Regular Educators School Psychologists OT/PT
OKLAHOMA:	Groups requiring training are prioritized by district, by region, and as a final step, a statewide summary is developed
OREGON:	Regular Teachers Special Educators Administrators Surrogates Hearing Officers
PENNSYLVANIA:	Regular education instructional, administrative and paraprofessional personnel Vocational-industrial educators Special Education instructional, administrators and paraprofessional personnel Related support personnel Parents and surrogate parents Hearing officers

RHODE ISLAND:	Cannot be prioritized due to instruments used and population surveyed; Regular Educators Special Educators Parents Administrators Support personnel
SOUTH CAROLINA:	Teachers of the handicapped General Education teachers Administrators Support personnel Parents
SOUTH DAKOTA:	Regular Educators Special Educators Support personnel (i.e., guidance counselors) Parents Administrators
TENNESSEE:	Parents Regular teachers Principals Special Education teachers Language
TEXAS:	Teachers of the deaf Teachers of seriously emotionally disturbed Teachers of visually handicapped Teachers of severely-profoundly handicapped Regular education personnel
UTAH:	Regular Teachers Administrators (principals) Speech therapists Visually impaired Physical therapy or O.T.
VERMONT:	We identified priority groups for training, but did not "prioritize" the groups that were included
VIRGINIA:	General Education teachers Administrators Parents Support personnel Hearing officers Surrogate parents
WASHINGTON:	Regular Education teachers Regular Education administrators (principals, superintendents, school boards) Special Education teachers Parents Assessment personnel

WISCONSIN:
Regular Education teachers
Special Education teachers
Parents
Support staff
School board members

WYOMING:
Educators of Severely Handicapped children
Regular Educators
Educational Assessment personnel
Related Services personnel
Teachers and aides for preschool handicapped children